



THE SIERRA EDUCATIONAL NEWS

Volume XX

JUNE 1924

No. 6

**National Symposium on School Building
and Equipment Programs**

A Letter and Its Lesson

The Tax Situation

Report of Committee of Fifteen

**Does It Pay California to Have
Good Public Schools?**

**Budgeting a School Building and
Equipment Program**

Important Conventions

Study the Advertisements



On to Washington

Revive The Magic Of Home-Baked Cakes

In some homes, those wonderfully light, delicious, aromatic, home-baked cakes have simply become a memory.

The uncertainty, trouble, and the expense of an unsuccessful baking are the bugaboos that have stood in the way of triumphant bake-day success and the ultimate delight of the family.

Do away with Bake-day disappointments

Join the ranks of the thousands of thoughtful women, who, realizing that the leavening agent had more to do with their success than any other one item, depend upon Calumet Baking Powder to raise their cakes to perfect lightness.

CALUMET

—the World's Greatest Baking Powder

through its purity, dependability and economy, has eliminated experiments from baking.

The quality never varies. Every can comes to you thoroughly tested and analyzed. The last spoonful is as good as the first.

Three of the world's largest and most modern baking powder factories are continually kept busy to supply the demand for Calumet.

A sales volume of over $2\frac{1}{2}$ times as much as any other brand proves the American housewives' choice.

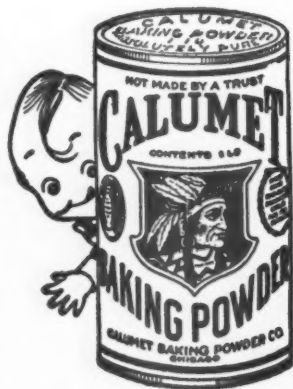
If you have been trusting to luck on bake day—stop it! Use Calumet Baking Powder and serve your family with cakes that you will be justly proud of.

CALUMET BAKING POWDER CO.

4100 FILLMORE STREET

CHICAGO

ILLINOIS



"CHATS ON PERIOD STYLES IN FURNITURE—"

is the title of a series of booklets to be issued by the American Wood Working Machinery Company for the benefit of teachers of cabinet making in the schools.

The first issue is out and pertains to Chippendale. The others will follow in turn and will be announced later as they are issued.

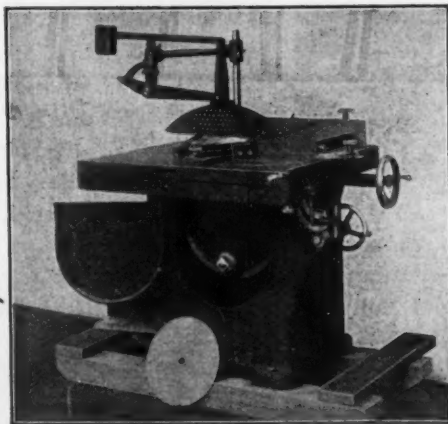
Teachers of woodworking will find this series of great interest to their pupils and valuable in their class work.

The first issue "Chippendale" is limited to 6000 copies. Teachers desiring copies for themselves and their pupils should send their request in early.



American Wood Working Machinery Co.

Educational Department - - Rochester, N. Y.



SIERRA EDUCATIONAL NEWS

Published monthly by the California Council of Education. Editorial and business offices, Phelan Building, 760 Market Street, San Francisco. Entered at the San Francisco Postoffice, January 23, 1906, as second-class matter under Act of Congress, March 3, 1879. Subscription \$2.00 per year; 20c per copy.

WEBER BULLETIN FOR BUYERS

Number 1

San Francisco, California

June 1, 1924

EVERYTHING FOR THE SCHOOLS

C. F. WEBER & COMPANY, distributors of school supplies and equipment, cover every "Nook and Corner" of California, Arizona and Nevada. The Company takes a special pride in its policy of "Everything for the Schools." The Weber "Complete Service" for 1924-25 will mean taking orders for quick delivery on practically every item of supplies or equipment for any school building from the "Little Red Schoolhouse" in the mountain districts to the High School, Teachers' College or University.

"Quality and Service" is the keynote of the Weber organization. In developing the policy of "Everything for the Schools," the Company handles those lines that represent the best. The index given below shows manufacturers of school supplies and equipment, with space in this issue of the "Sierra Educational News" and whose lines are handled by C. F. WEBER & COMPANY. School officials are urged to study the index and then study the advertisements. Each manufacturer represents "Quality Supplies or Equipment" on his special line.

Every school official in California, Arizona and Nevada will at once see the advantage of going over this index, of studying the advertisements referred to and of at once making out "One Order at One Time" for all needs for the coming school year. These orders sent to C. F. WEBER & COMPANY will receive prompt attention.

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Your problems are ours. Do not hesitate to write to us at any time with any question on the school supply and equipment line. Send in your orders at once, remembering that “One Order at One Time” will fill your needs for the coming year. Whenever you are in San Francisco or Los Angeles, call at our headquarters. Desk, telephone, rest room are at your service. Bring your supply and equipment problems with you. We’ll always be glad to talk matters over.

C. F. WEBER & CO.

601-609 Mission Street, San Francisco, Cal.

Reno, Nevada

222 So. Los Angeles St.
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C. F. WEBER & CO.

601-609 Mission Street, San Francisco, Cal.

Reno, Nevada

222 So. Los Angeles St.
Los Angeles, Cal.

Phoenix, Arizona

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When You Were In School!

What pencils did *you* use when you were studying?

Do you remember the name "Eberhard Faber" upon them?

Schools all over the country use Eberhard Faber pencils, penholders, and erasers. Children like them. School Superintendents recommend them. The quality is just what you would expect from the oldest pencil factory in America.

These items are especially popular for school use:

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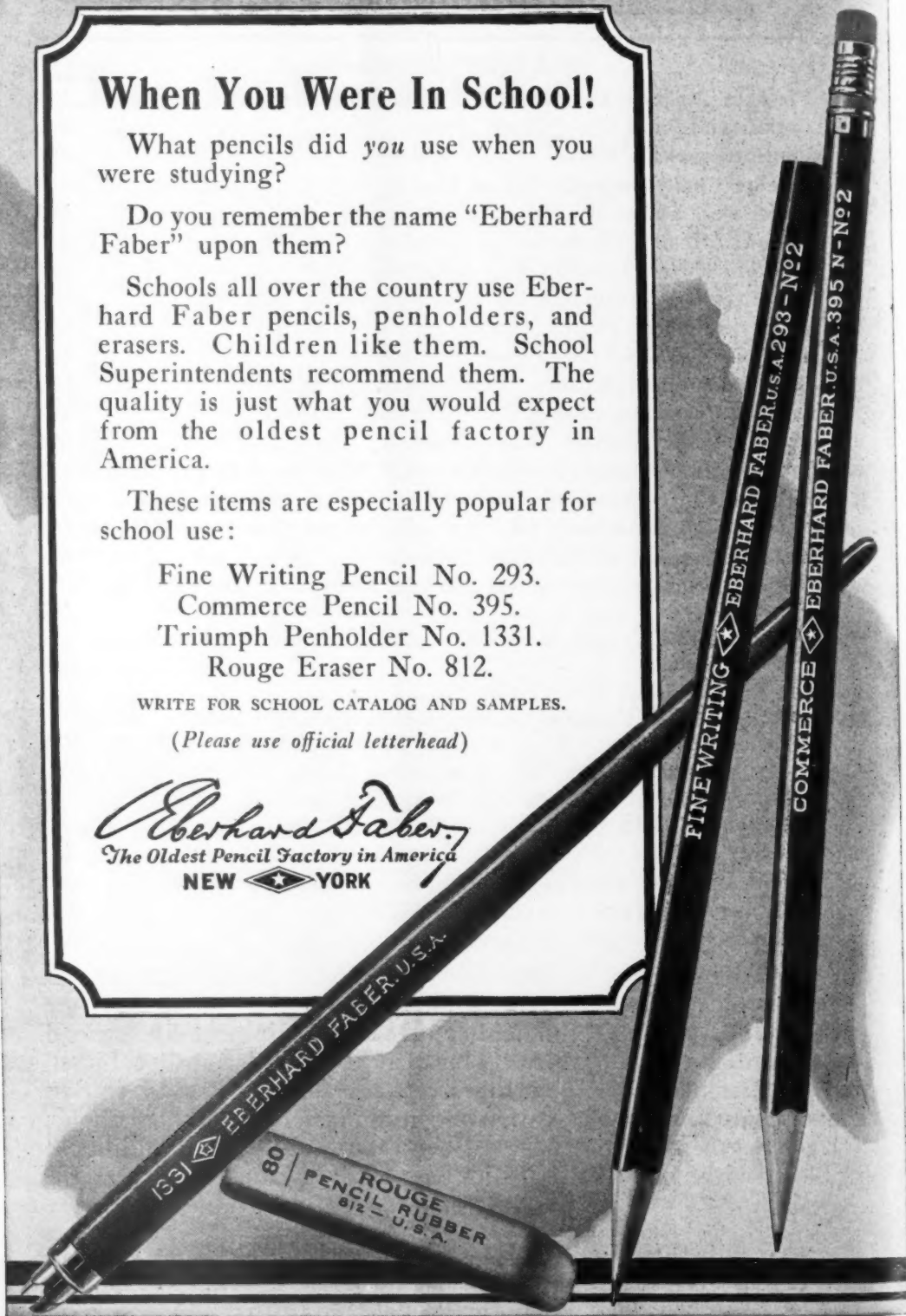
Triumph Penholder No. 1331.

Rouge Eraser No. 812.

WRITE FOR SCHOOL CATALOG AND SAMPLES.

(Please use official letterhead)

Eberhard Faber
The Oldest Pencil Factory in America
NEW  YORK



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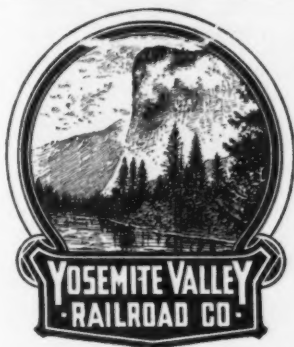
Seneca Rulers are *Reliable*

In making SENECA RULERS we endeavor to apply in a practical way the slogan of the National School Supply Association—*Service to the school children of America*. SENECA RULERS are reliable because made of carefully selected hard maple—are accurately scaled—are furnished in the standard styles best suited to the various school grades and are available when needed.

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Seneca Falls, N. Y.

Pacific Coast Representative:
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*C. F. Weber & Co., San Francisco and Los Angeles,
Distributors for California, Nevada and Arizona.*



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Fifteen models for classroom and auditorium — each designed to serve a particular purpose particularly well — each fully guaranteed.

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General Offices—14 East Jackson Blvd., CHICAGO

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CHICAGO, MILWAUKEE & ST. PAUL RAILWAY
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San Francisco to Chicago

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Summer Rates Begin May 22nd

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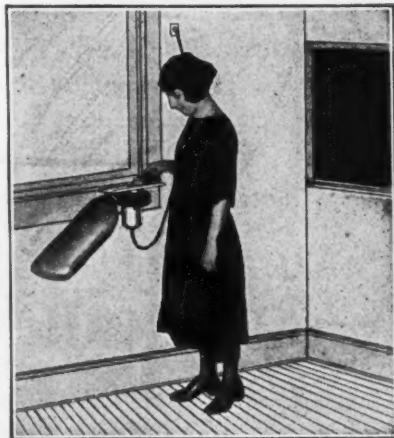
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Is efficient in all respects, non-breakable and operated by a Universal Motor adapted to any and all electric currents. It is provided with nine feet of Underwriter's Lamp Cord made fast to a Universal Plug ready to attach to any convenient socket. Is complete and ready for use. Will be sent by Parcel Post to any part of the United States, packed in a neat carton box. Guaranteed against any and all mechanical defects and to clean blackboard erasers to your entire satisfaction or money refunded. We are sure you will agree with us that every Successful and Modern School will not be without this little Aristocrat.



Price West of the Rockies, \$37.50

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The Modern Educational Tool

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Superintendents of schools and principals are urged to request further information about Printing—the Modern Educational Tool. Write to

F. K. PHILLIPS, *Manager of Education Department*

American Type Founders Company

300 Communipaw Avenue, Jersey City, N. J.

Selling Houses in most of the Principal Cities.
Let Us Tell You of the Nearest One.



Say you saw it in the Sierra Educational News



No. 2

STANDARD

Since 1898

**Proven by Test
the
SIMPLEST,
STRONGEST
and
Most Convenient
Folding Chairs
and
Assembly Seats**



No. 90

SPICELAND FOLDING CHAIRS are mechanically correct, and properly designed, tested with a living weight of 1033 pounds from a stock chair of only $7\frac{1}{4}$ pounds. First grade hard maple stock throughout construction, all joints being dowled and glued.

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No. 60



No. 23

LINO

The Greatest Improvement
in Modern Office Furniture

GUNN LINO DESKS

Patented and
Guaranteed

With Inlaid Lino Tops

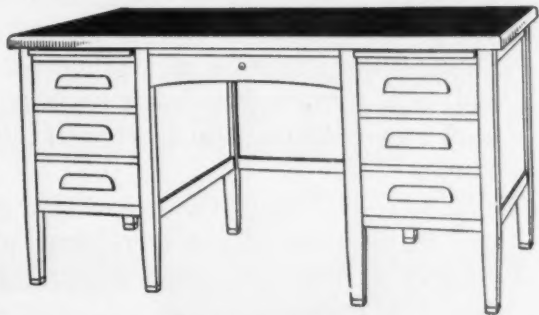
Grand Rapids
Made

*Excel in Service, Beauty and Real Desk
Comfort--LINO provides the Ideal writing
Surface*



**Ink or Stains Are
Not Absorbed**

Lino is a specially prepared fabric, scientifically treated, so that ink and stains can easily be removed with a damp cloth. Lino has life-time wearing qualities, yet feels like kid to the touch. The surface retains its distinctive, new appearance and is not easily marred. No Necessity for Glass or Desk Pads.



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The soft shade of Lino is restful to the eyes. The quiet color prevents irritating light reflections common to any polished surface.

Fatigue is Expensive! Physical Comfort Pays!

Gunn Desks with Patented Lino Tops afford rest to the nervous system. This assures physical comfort, which stands for better health and a better and more accurate day's work.

"It isn't a Lino unless it's a Gunn"

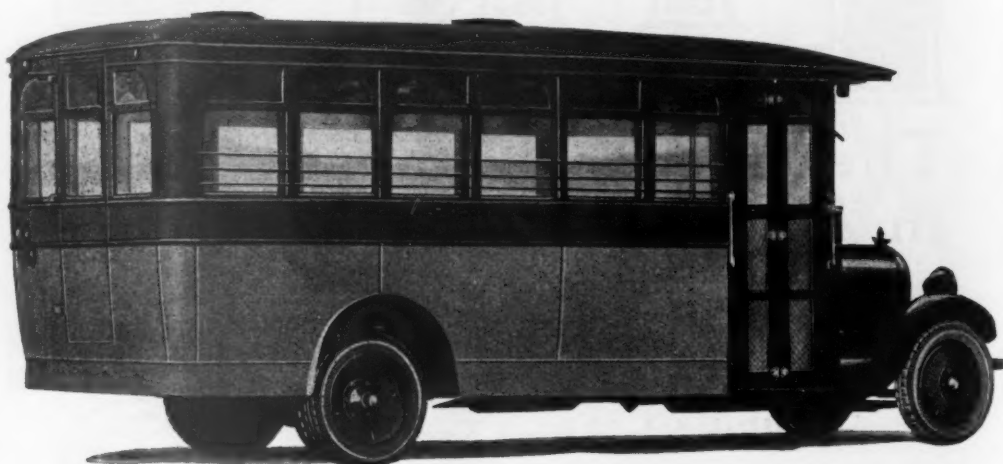
Exclusively Manufactured by THE GUNN FURNITURE CO., Grand Rapids, Mich.

Distributor C. F. WEBER & CO.

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The New Reo 6-Cylinder School Coach



Consult Our Body Engineering Department for Designs to Suit Your Requirements

SAFETY—Is provided in this thoroughly tested Reo product through the adoption of a powerful six-cylinder motor, flexible and with remarkably quick pickup; very low center of gravity, with easy entrance and exit; well built body and strongly braced frame.

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Order today or write for free booklet.
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Lynn, Mass.

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IT embodies every element of rugged strength and durability which the ones who pay the bill can possibly expect.

IT is a distinct addition to any beauty spot consecrated to the play needs of children.

IT is cheap in but one respect: *its ultimate cost.*

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Write for a copy of the Everwear, beautiful new 52-page catalog No. 16 which illustrates and describes their complete, approved line of playground apparatus, also a copy of their valuable booklet, Creating the Playground.

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Phoenix, Arizona

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"Everwear is in a class by itself"—The witness of a user.



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District Clerk's
Record and Budget Book

Published by

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This Record and Budget Book combines in a single record a complete statement of your school finances and business transactions.

It has a record of the minutes of all Board meetings.

It gives a complete history of every warrant drawn; date, to whom payable, District and Superintendent's number, amount of warrant, balance remaining in fund after warrant has been drawn, the distribution of the expenditure into its proper Budget charge as required in the ten Budget divisions.

It systematizes and puts on an auditing basis school district accounting.

Published in loose leaf form to afford any number of page book required. Size of sheets 11" x 17" put up in 100 sheets to a package.

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Remember if the schools use it, we supply it—in furniture and stationery supplies.



TELEPHONE: TRinity 4311

426-428 West Sixth Street

Los Angeles, Calif.

SIERRA EDUCATIONAL NEWS

The Official Organ of the California Teachers' Association and the California Congress of Mothers and Parent-Teacher Associations.

Published Monthly by the California Council of Education.
Editorial and Business Offices, Phelan Bldg., San Francisco.

The Sierra Educational News is a member of the Educational Press Association of America and is published in accordance with the standards of that organization.
ARTHUR HENRY CHAMBERLAIN, Executive Secretary of the Council... Managing Editor
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Entered at the San Francisco Postoffice, January 23, 1906, as second-class matter under Act of Congress, March 3, 1879.
Subscription, \$2.00 Per Year 20 Cents Per Copy

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REPORT OF COMMITTEE OF FIFTEEN

Many of the high school teachers of California have heard of the work undertaken by the Committee of Fifteen of the California High School Teachers' Association during the school year ending June 30, 1923. The promised Report of the Committee will come from the press May 20, and constitutes a book of 406 pages. The nature and scope of the Report may be gathered from the following

TABLE OF CONTENTS

- The Philosophy of American Secondary Education—*Charles E. Rugh.*
- California School Statistics.
- Tables.
- Questionnaires.
- An Inquiry Into Unit Teaching Costs—*Robert J. Teall.*
- Report of Special Committee on Guidance—*William M. Proctor.*
- Some Adjustments to Varying Needs of Pupils in Junior High School Administration—*Alice Ball Struthers.*
- The Ninth Year—*Elizabeth Arlett.*
- The Tenure of High School Teachers and Principals—*George C. Jensen.*
- The Status of Extra-Curricular Activities—*Sarah M. Sturtevant.*
- Articulation of School and Community—*Elsie L. Elliott.*
- A Preliminary Survey of Commercial Education in California Secondary Schools—*Earl W. Barnhart.*
- Helpful Suggestions on High School Problems—*Merton E. Hill.*
- Bibliography of Professional Literature—*Frank C. Touton.*
 - Books for Principals and Supervisors.
 - Books for Teachers of the Major Subjects.
 - Magazines for Principals.
 - Magazines for Teachers.
 - Supplementary Educational Monographs.
 - Bureau of Education Bulletins on Secondary Education.
 - Standardized Educational Tests.
 - Associations in which Membership can be held with Profit by Principals and Teachers.
 - Finding lists of books, magazines, tests, and addresses of publishers.

The REPORT OF THE COMMITTEE OF FIFTEEN 1923 will have an important place in the literature of secondary education. It is a California report. It should be made immediately available to every high school principal and teacher in California. Only a limited edition is being published, and copies not immediately absorbed by the high schools, teachers and libraries of California, will be sold to teachers colleges and libraries outside of California. When the edition is sold, no more copies will be obtainable.

A critical examination of the contents of this report convinces me that it should be placed in every high school library in California. Much of the material is foundational in character, and should be used as a basis for further study by teachers, principals, and by a future Committee. The report should also find place in the office of every superintendent and supervising principal dealing with problems of secondary education.

The report is published by the California High School Teachers' Association, and copies may be obtained by addressing Mr. Arthur H. Chamberlain, Secretary-Treasurer, 933 Phelan Building, San Francisco, California.

HORACE M. REBOK, President C. H. S. T. A.



EDITORIAL



OFTEN do we sit delighted and charmed with the voice of a great singer. A master of the violin will bring out such shades of tone and "harmony of sweet sound" as to render us oblivious to aught save the perfection of the notes. Round after round of

A LETTER AND ITS LESSON

applause we accord the singer, the violinist. Again and again are they recalled. Well have they earned this appreciation. Only by study and practice and constant labor have these master musicians reached this high pinnacle of success. Concentrated effort and long hours of earnest endeavor have combined training and talent to produce a finished musician.

Often also has it been forced upon us that our singer, or violinist, owes much to that one so frequently overlooked when the applause brings the performer back upon the stage. Inadequate indeed would be the impression left by voice or violin, without that background of tone and color and harmony of the accompanist—giving confidence and courage—but always retiring and modest. We sometimes find our attention wandering from the star performer, that the ear may fully sense the richness and strength and beauty of the notes brought from the piano by one who, while the recipient of scant applause, has helped to make success possible for the chief performer.

We hear much these days of the dignity and glory of the teachers' work. The classroom teacher or the specialist is given high praise and well is it deserved. The school superintendent too comes in for a fair share of commendation. Standing midway, in a sense, between the class teacher and the superintendent, is the school principal. His work is not spectacular. Much of it is routine and drudgery. Is a pupil willful or perverse—here is a case for the principal.

Is there conflict in program—the principal will straighten out the tangle. And if parents are to be pacified, teachers assisted and directed, or pupils offered encouragement and inspiration, it is the principal who is to assume these duties.

The Letter

There has recently come to our attention such a splendid example of what a strong and sympathetic principal can accomplish in the school, that we give it here. The incident also shows how appreciative of real effort parents may be. There is perhaps a tendency to underestimate the appreciation that parents frequently feel for teacher or principal and many times fail to express. There is before us a letter written to a Los Angeles principal. It came into our possession through a friend. The latter while in the office of the principal, was shown the letter casually. He persuaded the principal to permit him to send it to us. In his letter to us Mr. L. E. Armstrong says: "The work of a school principal has so much of routine drudgery in it, and usually so little of genuine appreciation, that this touching letter suggested to me the possibility of a good editorial in the Sierra, to encourage faithful principals." The letter follows:

Christmas, 1913.

B. W. Reed—Formerly Principal
of Second Street School.

My dear Mr. Reed,—

In speaking with a public educator of the following incident—he said we had not done right in not telling you of it before. We explained we had always intended to tell you, if we ever met you. With tears in his eyes, he said, "Write—for any teacher of experience would be pleased and encouraged by the knowledge of it."

Our only son George C. Blake, aged nine, became a pupil under you at Second Street School in 1905, and continued during your incumbency. He started to L. A.

High School in '09, when barely fourteen. During the following Christmas holidays God took him from us very gently but suddenly. In the short hour that he could talk to us, he said, "I tell you, Mother, B. W. Reed was the making of me." He had never made us any trouble, and whether he thought he had been a naughty boy and you had been the means of his reformation—or was there something in you he admired and which he wished as his model for his own life we will never know for that hour was too short. But we do know that dying it was not home-training or Sunday School teaching of which he thought, but, "B. W. Reed was the making of me."

In our hearts is always a well of gratitude for that force of character—that something in you the boy evidently admired and wished to copy in his own life.

George died in December, '09, so this is a tardy recognition, but you have had our heartfelt gratitude always and ever shall.

May God bless you and yours this Christmas, and all the years to come, and give you all an abundant entrance to the Heavenly Home.

Most sincerely and affectionately,

(Mrs.) Hester E. Blake

Chas. E. Blake

Helen E. Blake (Sister)

2122 Judson St., Los Angeles.

The Lesson

We thank Mr. Armstrong for drawing this letter to our attention. We thank the Blakes—Mother, Father, Sister of George, for the courage and loyalty and appreciation to write as they have done. We thank that public educator mentioned in the letter for the appeal that resulted in the writing of the letter. We congratulate the teaching profession, the fathers and mothers generally and the boys and girls of America, for school principals of the type of B. W. Reed, to make possible such messages as that we carry to you. There are many men who today, looking back upon their school careers, say as did George of B. W. Reed, "My principal was the making of me." We are proud and glad of our friendship for B. W. Reed. Happily there are many B. W. Reeds

in the profession. Many men and women we know, who as school principals, become at times, bowed with the details of the day's work. To such their field of endeavor may seem colorless and circumscribed. They feel themselves in a treadmill of dull routine. They doubt the effects of their efforts are far reaching or lasting. Let those who at times fall into the slough of despond take heart and hope. There are many fathers and mothers who are sympathetic and appreciative even though they may not have so expressed themselves. And there are many boys and men, both here, and with George on the other side of the Great Divide, who with him will gladly say—"My principal was the making of me."

A. H. C.

DURING the World War school house construction, along with other building operations, almost ceased. Since the close of the war, building in many localities has not yet caught up with the needs of the schools. Last September Collier's, after making a

BUDGETING A SCHOOL BUILDING AND EQUIPMENT PROGRAM

national survey of the shortage of seats in the schools, published the facts. The following extracts from the survey showed the situation at that time with conditions that still obtain in only too many cities and towns:

At that time with conditions that still obtain in only too many cities and towns:

"In at least 300 of our largest cities and towns there are not seats enough in the schools for the children who want to get in.

In the cities which Collier's questionnaire has found out, more than half a million children this year will fail to get their "equal chance" at an American education.

Probably at least a million American children will have to go on part time, share a desk with some other child, and waste half of a precious year getting half schooling."

Hundreds of cities and towns last September had and now have a seat for every child. Other hundreds do not. However, conditions are gradually improving. It is an unhappy fact that in many reactionary communities there is

a tendency to look with disfavor on school bond issues, to permit hundreds of children to attend school on half time, to be content with old unsanitary school buildings and equipment. Notwithstanding this attitude in some cities and towns, the post-war school building programs are, in the main, going steadily forward with a steady reduction in the seating shortage.

A Constructive Suggestion

One of the constructive suggestions made in Collier's survey was that each city and town should have a definite school building program. As pointed out, "It is just as possible to anticipate school needs upon the part of the city as it is for the telephone company, by the laying of conduits and the buying of sites for exchanges, to anticipate the needs of the community for the service which they have to offer." Any building program should not only anticipate the needs of the future, but should take into account the replacement both of old school buildings and of worn-out and antiquated equipment and apparatus.

In all cases there should be a proper relation between the cost of any school building and the cost of the equipment and for improving the grounds and for other items of expense. A budget should be made out before the school bond issue is called with provision made for each item whether for the site, the building, the architect's commission, the equipment, ground improvement, etc. When such budgets are made and lived up to, the school building will be complete and completely equipped with no awkward problems facing school officials as is only too common now the country over.

Why a Budget?

The writer for some twenty years, as a city superintendent of schools, was called upon to deal with school building programs and with the uncertain attitudes of even excellent school boards and architects. In most cases the architect thinks only in terms of the cost of the building. He is not so much concerned with the cost of equipment, of ground improvement and of other necessary items. As the building comes first, the architect in only too many cases ab-

sorbs too great a proportion of the bond issue. A budget is the only solution. Before bonds are submitted, the school officials should consider the needs of the community and the development of the course of study.

Of course the budget should include modern desks for pupils and teachers with all items of equipment for each room. Perhaps a program clock is desired or a telephone system or other features now a part of many up-to-date school buildings. All items should be considered and estimate of cost made out. Is the building to be provided with rooms and equipment for manual training, domestic science, printing or other lines of vocational work? Is there to be an auditorium? Is there to be a gymnasium or a playground? Is visual instruction to be provided for? If so, provision should not only be made for special rooms and shops but also for proper equipment. If the school officials are not informed as to the cost of any such equipment, then manufacturers or distributors who are specialists on each line should be consulted to secure an estimate of the cost. Many such manufacturers and distributors maintain special service departments always ready to submit suggestions and estimates based on experience. With estimates in hand, the school building and equipment budget should be made out and should be lived up to, to the end that the children may have not only a well-planned school building but one fully equipped. And besides all this the taxpayers are entitled to know through a school building and equipment budget, just what they are voting for.

Increased Enrollment

Certainly the American people are, in most cases, when the facts are properly presented, willing to meet the cost for the schools. Education, while not the most expensive, is by far the most important business of the Nation. The school enrollment is increasing not only because of the increase in population but because more children are in school for more years. The last Research Bulletin of the National Education Association makes this significant statement: "School attendance increased three times

as fast as general population between 1913 and 1923." The great increase in many communities is in the high schools and the upper elementary grades. And all these children should have seats in modern well-equipped school buildings. And along with this it must be remembered that school buildings and equipment, along with other material things, do wear out and do become obsolete.

Notwithstanding the seating shortage in many communities, wonderful progress is being made with school building programs. One has but to look at such cities as Sacramento, just completing a \$5,000,000 school building program; at San Francisco carrying forward a \$12,000,000 program; at Los Angeles about to launch a building program of something like \$34,000,000; of New York with a \$35,000,000 program, to realize that seating shortage will finally be, in most cases, a thing of the past.

The desirability of emphasizing in a definite way the need for a school building and equipment program in every city, town and school district, seems a real reason for this special issue. It is hoped that the articles, notes and advertisements may be helpful to school officials. Surely any school official will secure through a study of the advertisements in this issue, real help, in selecting the highest types of the many lines represented. Certainly the advertising columns show practically every type of school supplies and school equipment needed for a modern school building.

J. A. B.

WITH the appointment of Judge Curtis D. Wilbur as Secretary of the Navy, California has the distinction of filling two portfolios in the President's Cabinet. Hon. Herbert Hoover, before becoming Secretary of Commerce, had made an enviable record, both as engineer and as U. S. **NEW SECRETARY** Food Administrator during **OF THE NAVY** the World War. Judge Wilbur has served with distinction as Chief Justice of the California State Supreme Court. His early training at the Naval Academy, Annapolis, and his subse-

quent legal and judicial experience, admirably qualifies him for the important post at Washington.

But above all, we have in Secretary Wilbur a man in whom the people will place absolute confidence. Never was there a time in the history of our country when there was greater need for honesty in Government. Uncertainty is in the air. There is doubt and distrust everywhere. The success of Democracy in Government lies in the acknowledged confidence on the part of the people in those chosen to serve them. Those public servants who abuse this confidence, who rob the Government, who pilage and profit in their own selfish interest are unsafe citizens and unfit public officials.

Judge Wilbur, with his well known integrity, will help to restore confidence at Washington. The oil scandal has brought out clearly that one's political affiliations has nothing to do with his ability or honesty. The products of the soil belong to all of us, not a few merely. And these products belong not simply to those who are here today, but to the men and women of the next generation and of the generations to come. Oil and gas and water power and coal and forest tree and mineral wealth may not be exploited for the benefit of the few who care only for today and themselves. These things are to be used wisely in the present and are to be held in trust for those who are to receive the heritage that is passed on to them.

It is in the public school where must be taught those lessons of patriotism and civic honesty and simple justice and conservation and thrift that shall make the real America. A letter recently received from Secretary Wilbur in reply to our congratulations, gives ample proof of his high conception of Government and his determination to do his part in making a better America.

A. H. C.

Those who are to change their address during the summer should notify the Sierra Educational News at once. Otherwise they may not receive the September and following issues of the magazine.

NATIONAL SYMPOSIUM ON SCHOOL BUILDING AND EQUIPMENT PROGRAMS

SAN FRANCISCO.—The estimated enrollment in the public schools of this city for 1924-25 is 79,000. The program of school construction has fully anticipated this increase. At a special election held on November 21, 1922, the electors of the city and county authorized the issuance of school bonds to the par value of \$12,000,000. Of this issue \$5,000,000 were sold during April, 1924, and a premium of \$196,000 secured. Money spent during the year for school apparatus, equipment and supplies aggregates about \$330,000.

R. H. WEBSTER,
Deputy Superintendent of Schools.

HOUSTON, TEXAS.—The estimated increase in the enrollment in our schools for 1924-25 is 2000 pupils. Our building program to provide for this increase contemplates a bond issue of at least \$1,500,000. Our annual expenditure for school apparatus, equipment and supplies is about \$30,000.

R. B. COUSINS,
Superintendent of Schools.

OGDEN, UTAH.—Our increase in school enrollment is about 1000 per year. We plan to provide for this increase by erecting one new school building yearly. In 1923-24 we erected one 12-room building at a cost of \$65,000. During the coming school year our program calls for one 15-room building to cost about \$115,000. Expenditures for apparatus, equipment and supplies average about \$35,000 yearly.

W. K. HOPKINS,
Superintendent of Schools.

RACINE, WISCONSIN.—For the present school year we are building the first unit of nine rooms of an elementary building. This will be known as the Theodore Roosevelt School. The estimated cost is in the neighborhood of \$100,000. Our total annual enrollment is approximately 10,000. We spend annually for school apparatus, equipment and supplies approximately \$12,000.

F. M. LONGANECKER,
Superintendent of Schools.

ASTORIA, OREGON.—We have a school building program in contemplation. This, however, has been worked out not primarily to take care of any growth, but for the purpose of replacing certain out-of-date buildings which we are still using. We hope to build two combined elementary and junior high school buildings during this coming summer. It is possible, however, that we will be able to erect only units of these structures, as the required amount of money will not be available for complete buildings. These two buildings should provide approximately one thousand seatings. The sum now available from bond issues is \$125,000.

A. C. STRANGE,
Superintendent of Schools.

OAKLAND, CALIFORNIA.—The increase in school enrollment during 1923-24 in the Oakland Schools has been approximately 2700. The average daily attendance has exceeded this, but because at certain times during previous years our average daily attendance was low on account of children's epidemics, our estimated increase for 1923-24 is 2500. Our board of education and the forces supporting the schools are proposing a new bond issue to take care of this growth. The amount suggested is from seven and a half to ten million. We shall need approximately 800 classrooms to cover the growth of five years, which amounts to about 11,000, the 14,500 children housed in portables, and to relieve the overcrowding. We have just completed a building program resulting from the bond issue of 1919, which amounted to \$4,975,000. From this we obtained 384 instructional rooms. Our annual expenditure for apparatus, equipment and supplies is approximately \$342,391.55 (1922-23).

FRED M. HUNTER,
Superintendent of Schools.

PHOENIX, ARIZONA.—Our increase in enrollment in 1923-24 over 1922-23 was about ten per cent. We have no definite way to ascertain our increase for the coming year, but it is the general opinion of men who are in a position to judge, that we will have at

least a ten per cent growth next year. We are preparing to take care of this growth by introducing the platoon school in three of our largest buildings. In the meantime, when conditions in Phoenix are right, we expect to ask the people for a bond issue sufficient to give us ample room for a number of years to come.

JOHN D. LOPER,

Superintendent of Schools.

CHEYENNE, WYOMING.—We are contemplating an elementary school building which will take the place of an old eight-room building and several portables, thus adding four more rooms, a gymnasium and an auditorium to our system. All our available bond money will be used up before the elementary school mentioned above is completed. We shall be forced to raise our tax levy in order to provide a sufficient amount of money to complete the building. We shall spend about \$8000 for school apparatus, equipment, and supplies used in instruction. Another \$2500 is spent annually for janitor's supplies.

A. S. JESSUP,

Superintendent of Schools.

FORT WAYNE, INDIANA.—We began the year 1923-24 with an estimated shortage of 2400 seats. We have gained 1200 pupils during the year, and estimate our gains for 1924-25 at 1000 children. We now have under construction three large buildings with seatings for 3600 children, and are drawing plans for additional buildings to house 600 children. We hope to have all this construction finished by February, 1925. We have available for construction \$975,000, and are contemplating no further bond issues for three or four years. Our costs for "Operation" are about \$250,000 per year; for "Maintenance" about \$150,000 per year; for "Debt Service" \$250,000 yearly, and for "Instruction" \$900,000 annually.

L. C. WARD,

Superintendent of Schools.

BERKELEY, CALIFORNIA.—To meet increased enrollment, the Board of Education has already projected a bond issue for early in August, as early as the election can be held after the schools open. Despite this plan, we shall be compelled to spend some money on temporary structures during the coming vacation. The projected building program contemplates two new elementary schools and large additions to five other elementary schools. It

also contemplates two or three additional units to the high school plant and extensive additions to each of the four junior high schools. We shall have to ask for a total bond issue of about two million dollars to carry out this program. The additions contemplated will provide for at least three thousand additional children. There are at this time no capital funds available for making these improvements. The annual income which can be applied to such purposes is wholly inadequate to meet the needs. Our various conferences with groups in Berkeley have been progressing and there is every indication of a cordial attitude on the part of the people in reference to the proposed bond issue. Of course, necessary school furniture for all these additional rooms must be purchased. This will involve desks, tables, chairs, maps, globes, and all equipment needed in a modern school.

H. B. WILSON,

Superintendent of Schools.

SIOUX CITY, IOWA.—Our increase in school enrollment for a number of years past has been between 500 and 700 a year. We have already made ample provision for this growth in our building program. This summer we are erecting two small additions and a ten-room building which combined will take care of 630. Besides this the contractor has already begun work on a second senior high school building to be finished for occupancy September, 1925. This will take care of 1000 pupils. In addition to these plans we have the bonds for a fourth junior high school building to care for 850 students. This building also will be ready in September, 1925. For the two high schools we have available bonds already voted to the amount of \$775,000. Our school apparatus, equipment and supply budget runs about \$75,000 a year. We are paying for the two grade additions and one grade building out of a voted tax which, of course, is included in the year's tax levy.

R. L. HAMILTON,

Assistant Superintendent of Schools.

BRIDGEPORT, CONNECTICUT.—Taking charge of the Bridgeport system in May, 1922, I found 37% of the elementary children improperly housed—part-time classes, basement rooms, overcrowded classes, portables. An aggressive building campaign has been carried on which will relieve 90% of these

conditions by next September. We really should have another half million dollars to clean up the elementary situation, but it is not in sight. In the high schools all pupils are on part-time. We are bringing through a wonderful new plant next February — eight acres of ground, athletic fields, gymnasium, etc.—which will accommodate 1650 and put all high school pupils on full-time.

E. E. CARTRIGHT,
Superintendent of Schools.

LOS ANGELES.—The problem of housing and educating public school children in Los Angeles may be judged from the following figures: Three years ago the increase in average daily attendance over that of the preceding year was 16,735; two years ago the figures were about the same; one year ago the numbers leaped up to 23,509; and at the end of the seventh month of the present year the increase in average daily attendance over that of the same month of last year, was 29,299. To house the perplexing increase of this year only would require the erection of one sixteen-room building each week of the fifty-two in the year. There is no reason to believe that the increase for the coming year will be less than those of the past.

To take care of the 20,000 children still in half-day sessions, and of the many other thousands not comfortably housed (even tents are in use), and to provide for the increases of the immediate future, Los Angeles is being asked to vote school bonds on June third, to the amount of \$34,640,000.

At the present time there are no funds available for building purposes, all of the previous bond issues having been spent or encumbered in an almost frantic effort to keep ahead of the flood of children. Out of the \$17,400,000 voted two years ago, buildings have been erected and equipped, and sites purchased as follows:

Out of elementary school funds there have been erected 69 new large elementary buildings; 41 substantial additions to old buildings; 111 classroom bungalows and sanitary buildings.

There have been bought 32 new sites; 90 additions to present sites.

Out of high school funds there have been erected 5 new senior high schools; 3 new junior high schools; 21 new senior high school buildings on old sites; 7 new junior high school

buildings on old sites; 9 substantial additions and alterations to old buildings; 5 new bungalows.

There have been bought 3 new senior high school sites; 4 new junior high school sites; 9 additions to old senior high school sites; 6 additions to old junior high school sites.

The proposed bond issue has been carefully budgeted, and provides for buildings and sites as follows:

Out of elementary school funds 110 new buildings, ranging from 8 to 30 rooms; 32 additions to old buildings, ranging from 1 to 12 rooms (only one of these additions is a one-room addition); additional grounds for 124 existing schools; 40 new sites.

Out of high school funds 10 additional buildings to the junior high schools, two-thirds of the cost of which is for elementary children, although financed out of high school funds; 9 new junior high schools; 17 additions to senior high schools; 8 new senior high schools; additional ground for 7 existing junior high schools; 7 new sites; additional ground for 7 existing senior high schools; 7 new senior high school sites. These are required by the excessive size of the high school district (60 miles long and 40 miles wide), and the rapid growth of new centers of population.

Within this enormous district there have been growing up in the last few years many settlements of village proportions. The cost of ground in starting new school plants in these districts is a tremendous item. The proposed bond issue must take care of the expenditures for land, for buildings, and also for equipment. It is also necessary that the business offices and the storerooms keep pace with the growth, which necessitates the erection of new buildings for this purpose. The yearly amount spent for equipment varies greatly, according to the number of new buildings coming in during the year.

For the year 1922-23, the cost for supplies were: For kindergarten, \$11,078.65; for elementary, \$181,568.45; and for high school, \$157,838.50.

SUSAN M. DORSEY,
Superintendent of Schools.

DENVER.—In the fall of 1922, Denver voted bonds amounting to \$6,150,000 for public school buildings. Of this sum \$2,000,000 was to be used for elementary schools, \$1,750,000

(Continued on page 415)

THE TAX SITUATION

WILLIS T. NEWTON, Los Angeles

(NOTE: The following article by Mr. Newton was submitted to Mr. Heron, since it is the latter's analysis of the tax situation to which Mr. Newton is directing attention. If any reader has not given careful study to Mr. Heron's article, Taxes—Up or Down, in our April issue, he is advised to do so, after a careful perusal of the following statement by Mr. Newton and Mr. Heron's reply thereto.—Ed.)

IN the News of April, 1924, is an analysis of local taxes, rates and assessments by A. R. Heron. The thesis of the article is that while tax rates have been lowered, the assessed valuation has been raised so that the "common taxpayer" has not been saved any taxes thereby.

With the object of the series of articles by Mr. Heron of which this was number three, to prove that the governor's program of lowering the corporation taxes is at the expense of the local taxpayer, the writer is in entire agreement and sympathy. Every effort should be made to expose the "con" the governor and the interests he represents put into e-CON-omy. But in so doing, care must be taken not to furnish ammunition for the forces of reaction in the cities and counties. This Mr. Heron's article is likely to do. The facts as there stated are misleading and need further analysis.

1. The article implies that the increase of \$14,302,566.74 in the total county tax levies, (10.8% over last year) is a net increase in the burden of the "common taxpayer." But it must be borne in mind that a considerable portion of the increase is due to actual physical additions to the wealth of the state in the form of buildings and other improvements, and another considerable portion is due to the increment in land values incident to the rapid growth of our cities. What proportion is due to increased valuations on property whose market value has not risen during the year it is of course impossible to determine, but it is doubtless small. Now if the taxpayer's property has increased in value, and if the increment is unearned, it is just that his taxes should rise in proportion, whether he be a "common taxpayer" or one of the big fellows. And so long as we do not accept the principle of land value taxation, the same thing applies to increased value due to improvements.

2. A large part of the increase is of course levied on industrial and business property, rather than that of the "common taxpayer." Many of the owners of downtown business property are as reluctant to bear their just share of the tax burden as the corporations who pay state taxes. And that many downtown properties do not pay their just share has been proved time and again by teachers' organizations which have made investigations of the assessment rolls, from Jersey City and Chicago, to Los Angeles. It is the opposition of such groups which needs to be met when a question of salary increases or building taxes or bond issues is being considered.

3. The truth of the above statements is borne out by the figures of tax increases published in Mr. Heron's table. Of the \$14,302,566.74 net increase in the state, \$10,459,115.72, or 73.1% is in the three counties having the largest cities, though these three counties have only 50.5% of the total levy. Los Angeles county alone, where the real estate boom has been most rampant, accounts for 59.8% of the increase, though its total levy for 1923 was only 29.7% of the total for the state. San Francisco, the county among the three largest, showing the least tendency to boom, shows the smallest percentage of increase, less than 5%; while the percentage increases in Los Angeles and Alameda are 24 and 12 respectively. In the state as a whole the increase is as stated 10.8%.

On the other hand, of the counties recording a decrease in levy, all are primarily agricultural and only one (Fresno) contains a city of more than 20,000.

Of the counties showing an increase, only 12 show a percentage increase in excess of that for the whole state. Half of these Los Angeles (24%), Riverside (17%), San Diego (17%), San Luis Obispo (13%), Santa Barbara (19%), and Ventura (21%), are all Southern California counties which have been growing rapidly in population, and which have had large increases in improvements and in land values as a result. Outside of Southern California only Calaveras (18%), shows an increase as much as 13%.

The governor's attempt to throw a larger proportion of the tax burden on the counties should be vigorously opposed. But so should

the efforts of local large land holders to evade repaying to the community a portion of their community-created increased land values. In opposing the one, let us not give aid and comfort to the other enemy of progress in the schools.

What the state needs, of course, is a thorough revision of its tax system. Unshiftable direct taxes should be substituted for indirect, and the general property tax and the gross earnings tax on corporations should be abolished. A distinction should be made between the levy on land values and that on realty improvements. The tax on intangible personalty, which is really a confiscatory tax on income and is regularly evaded, should be superseded by a scientific income tax. For the state gross earnings tax should be substituted a progressive tax on corporate incomes. The inheritance tax rates should be increased and their proceeds employed for capital needs. A severance tax on oil and other mineral holdings should be added. To secure such reforms the California Teachers' Association might well next devote its energy.

Reply of Mr. Heron

THE analysis of Mr. Newton is a valuable one but over-estimates the danger of readers misunderstanding the article which he reviews. Surely no one should gather from the article that an effort was made to prove that the increase in county taxes was unjust. It may even be conceded that the increase is largely justified by increased property values.

Owners of general property—"the common taxpayers"—were told that their taxes were reduced. Whether or not they should be reduced would require investigation on its own merits. The fact is that such taxes were not reduced but were actually increased by over \$14,000,000.

Use of the term "common taxpayer" to distinguish those who pay local or common taxes from those who pay state "in lieu" taxes is very general in California. Mr. Newton is right in endeavoring to clear up any confusion that may exist in the reader's mind from attempting to identify the description "common taxpayer" with the politician's phrase "common people." He points out that much of the county tax comes from owners of downtown business and industrial property. I think he would be safe in saying that most of it comes from such property.

Considerable interest should be taken in Mr. Newton's suggestion that the whole tax system needs revision. A number of us have convictions upon this subject. Many of us are studying it both as individuals and in groups. The article in the April Sierra Educational News is not in any sense a treatise on the justice or effectiveness of the present tax system.

The writer of the attached article need never fear that facts can be misleading but it is very desirable that everyone who can do so should for himself analyze any statement of facts to get its truest significance.

When the last analysis has been made the fact will remain that the common taxpayers in California are paying \$14,300,000 more in county taxes this year than they did last.

THE SCHOOL PLAYGROUND AND ITS EQUIPMENT

ABBIE CONDIT

Playground and Recreation Association
of America, New York City

ARE American communities meeting squarely their responsibility for providing sufficient space in connection with the schools to make possible a constructive, citizenship-building, play program?

"If we believe that it will pay to provide for the physical well being of boys and girls, the education of the American people should be focused upon the necessity for more space in connection with school buildings," says Professor George D. Strayer of Columbia University. "It is distressing to note that one-half of all the buildings covered by this inquiry have less than thirty-four square feet of play space per child."

Play Space Requirements

In 1923 at the Recreation Congress of the Playground and Recreation Association of America it was determined that the normal amount of play space per school child at the maximum development of the elementary school should be two hundred square feet with one hundred square feet as the absolute minimum. The following standards were suggested as the ideals toward which school and recreation authorities should work:

For elementary schools—The minimum total area should be eight acres including the land on which the school is located.

For intermediate schools—The minimum total area should be from ten to twenty acres.

For high schools—The minimum total area for a high school site should be from twenty to forty acres.

So important has the problem of school playground space become that in at least two states—Virginia and Pennsylvania—the State Boards of Education are requiring that plans for all buildings and grounds in communities throughout the state be submitted for approval, and the board will not approve any plans for new schools which do not provide for adequate play space. The State Board of Education of Delaware requires that for a one-room school there shall be not less than two acres; for a two-room school not less than three acres and for a three- or four-room school not less than four acres.

Some Technical Problems in School Playground Layout

Laying-out the Playground

To secure the most effective arrangement of play space school buildings should be placed at the end or side of the ground not far from the street. The space in front may then be grassed and flowers and shrubs planted. The grounds should, as far as possible, be level, with the surface graded in such a way that satisfactory drainage will result.

Playground Surfacing

Surfacing should be soft and porous but firm enough for players to run about on without digging holes in it when it is wet or raising clouds of dust when it is dry. No surfacing has yet been devised which is ideal or satisfactory for every ground. The ideal surfacing is grass, but where the ground is used constantly by large numbers of children, grass is usually impracticable. Surfacing which has been found satisfactory in Detroit is composed of four layers: (1) Cinders spread to a depth of three inches; (2) Three inches of limestone screenings and dust; (3) One-eighth inch of coarse, sharp sand; (4) A top dressing of calcium chloride.

Playground Equipment

Apparatus—Equipment for little children should be located near the building. It is well to place the apparatus for the older children along one side of the playground, leaving adequate space in the center for free play, games and similar activities. The running track, jumping pit and apparatus for athletics

(Continued on page 431)

THE UNION ELEMENTARY SCHOOL

SAM H. COHN

State Department Public Instruction
Sacramento

FEW people interested in this question recognize that in the union high school, California has the most complete system of union schools in the United States. In other states the consolidated school usually contemplates a complete unit from the kindergarten to the college; here there is an entire differentiation between the union elementary and the union high schools. Efforts to secure legislation by which the union high school district should become the unit of government for the elementary districts comprising it has called forth a flood of eloquence, far beyond its merits, in defense of the one-teacher rural school that "was good enough for me."

*"Massachusetts, the state that first developed the small district school, was the first to begin consolidation. In 1867 the legislature of Massachusetts passed the first law authorizing consolidation. In 1869 the law was amended to provide for transportation at public expense.

The district of Montague, Massachusetts, was the first to organize under the act. In 1875 three district schools were abandoned and a new brick building erected at a central location, to which pupils were transported at public expense. This school is still flourishing and serves an area of approximately 20 square miles. A high school department was added soon after the school originated."

Advantages of Union Schools

Before one can discuss the advantages of the union school, or any school for that matter, it is essential that he determine the reason for the existence of a school. Primarily, from the standpoint of the state, the school is maintained for the purpose of training the youth to serve himself through service to the community. The greater the service the individual renders the community, the more nearly does he approach ideal citizenship. To accomplish this training it is necessary that the child come in contact as soon as possible with as large a group of his fellows as circumstances permit. This the small one-teacher rural school denies him. The opportunity to give and take, to exchange experiences, to sharpen his wit

* Bulletin No. 6, Firestone Tire and Rubber Co., Akron, Ohio.

on the whetstone of competition, to grow through cooperative effort, to serve others, requires larger groups of children of similar age and development than is possible in the small rural school. The only way to accomplish this is through the establishment of the union school.

Growth of the Schools

While the growth of the union high school idea in California has been rapid, thanks to favorable legislation, the union elementary school has developed slowly. Local pride and prejudice have been the main factors in retarding it. The following statistics give the data for union elementary schools for the year ending June 30, 1923:

Number of union districts, 142.

Number of districts contained in union, 392.

Number of unions containing two districts, 75; three districts, 39; four districts, 17; five districts, 6; six districts, 4; seven districts, 1.

Number of teachers employed in union districts, 821.

Number of one-teacher union districts, 8; two teachers, 30; three teachers, 25; four teachers, 18; five teachers, 10; six teachers, 6; seven teachers, 6; eight teachers, 7; nine teachers, 7; ten teachers, 2; eleven teachers, 2; twelve teachers, 6; thirteen teachers, 1; fourteen teachers, 3; fifteen teachers, 3; nineteen teachers, 2; twenty teachers, 1; twenty-one teachers, 1; twenty-three teachers, 2; twenty-four teachers, 1; twenty-six teachers, 1.

Total number of pupils enrolled, 26,498.

Total number of pupils in average daily attendance, 22,551.

In 1922 Mr. George. Schultzberg, formerly County Superintendent of Schools of Monterey County, the outstanding advocate of the unionizing of elementary schools in this state, sent out a comprehensive questionnaire to all union districts. While the replies received were incomplete, they represent the best information at hand on this subject. A summary of some of the information returned is here given, not for its accuracy, but as an indication of the trend in the matters reported.

Of 54 unions reporting, 28 were composed of 2 districts; 14 of three; the assessed valuation of 49 unions reporting totaled \$69,348,000, a median of \$1,062,000; 54 unions reported a total of 230 acres in school sites—median, 3 acres; 50 unions showed a total cost of \$1,682,000 for buildings and equipment—median,

\$15,000; 57 unions had 93 auto and 2 horse drawn busses; 12 of the 57 had no transportation facilities; 32 unions had invested in auto busses \$114,828—median \$2,800; the average distance one way pupils were transported in 48 unions was 4 miles; the median time pupils were on the road in busses one way in 42 districts was 25 minutes; the median cost per pupil per mile in 30 unions was reported as 3 cents; in 44 unions 2,638 pupils were transported daily at school expense, median—55; a median cost of 15 cents per day per pupil was reported by 25 unions; in 24 unions an average gain of 5.4% per school in attendance was reported in favor of the union over the individual schools before the formation of the unions; 20 districts (union) reported an average increase per year in cost per enrolled pupil of \$15.75, and of \$22.80 per pupil in average daily attendance.

The last item in the above summary is of great importance. It does cost more in actual money to conduct an elementary union school than it would to conduct a rural school having the same number of pupils. The item of transportation is largely responsible for this. The union school can not be justified on the ground of cheapness. Neither, for that matter, can any school be justified on that score. It would be much cheaper to maintain no schools at all. (The union elementary school does provide better teaching, wider opportunities for social contact, more equipment, a chance for cooperation, and a training for tomorrow that can not be obtained in the present type of rural school.)

Rube Wiseman bought a ready made suit of good appearance but poor workmanship for \$30. After the second week of wear it became baggy and ill-fitting. At the end of six months he had to discard it. Belying the name he inherited, he purchased another of similar type, the while he called down imprecations on the heads of manufacture and merchant. He continued this for the better part of a lifetime. James Foresight purchased a well made suit for which he paid \$50. It lasted over a year. He always appeared well dressed. When the time came to discard it, he remarked, "That suit doesn't owe me anything." Such is the case of the union elementary school and the one-teacher rural school. The former costs more, but it doesn't "owe the taxpayer anything" when the purpose for which our schools are established and maintained is considered.

DOES IT PAY CALIFORNIA TO HAVE GOOD PUBLIC SCHOOLS?

VAUGHAN MacCAUGHEY

THIS question is not academic. People want to know the facts. Mere expression of opinion is not sufficient. What evidence is there that good schools are "profitable" to the communities and states which support them? ⁽¹⁾

An Index to Good Schools

Ayres' widely-used "index" to school systems is a simple, impartial, accurate method whereby the general effectiveness of the school system of a given state is determined. Ayres rated the public schools of each state in 1900 and in 1920 on ten searching questions. These are the acid test of a state school system:

1. What percent of the school population attends school every day?
2. What is the average number of days that each child (of school age) attends school?
3. What is the average number of days that school is in actual session?
4. What percentage of the total school attendance is the high school attendance?
5. What percentage of the total number of high school girls enrolled, is the total number for high school boys enrolled?
6. What is the average cost per year per school child attending?
7. What is the average cost per child of school age?
8. What is the average annual cost per teacher employed?
9. What is the average annual cost per pupil for purposes other than teachers' salaries, —e. g., supervision, supplies, janitor service, etc.
10. What is the expenditure per teacher for teachers' salaries?

Ratings of Typical States

Among the forty-nine states, the following examples will serve to show typical ratings in school efficiency:

Massachusetts.....	1st—Most efficient
New York.....	2nd—Very high efficiency
California.....	3rd—Very high efficiency
Connecticut.....	4th—Very high efficiency
Oregon.....	28th—Medium efficiency
Arizona.....	32nd—Medium efficiency
Nevada.....	37th—Medium efficiency
Alabama.....	48th—Very low efficiency
North Carolina.....	49th—Least efficient

This ranking roughly indicates the relative efficiency of the school systems a generation ago, in 1900, when a very large proportion of

the present adult population was in school.

In the following studies the 1900 ratings are used, as the young people who were in the schools in 1900 constitute the present adult generation. If today the citizenry in a given state shows a relatively good level of educational attainment, the schools of that state must have been a contributing agency, at least in part, to this achievement.

The good schools of twenty years ago show their effects to a measurable degree in the adult population today. The poor and inferior schools of 1900 have left their marks on today's citizenry. These differences may be roughly shown in typical states.

Five Tests of Good Schools

What are some of the tests of good schools? A wide variety of answers may be and are given to this question. All will agree, however, that among fair and reasonable tests of the efficiency of any school system are these:

- (1) Good schools help to create a high level of educational attainment.
- (2) Good schools help to make a citizenry which keeps well-informed on public affairs.
- (3) Good schools go hand-in-hand with high grade intelligence prevalent among the population.
- (4) Working people in states that have maintained good schools earn more per capita than do the working people in states with poor schools. Good schools mean high earning power.
- (5) The savings per worker are highest in those states that have maintained good school systems.

1. Good schools help to create a high level of educational attainment.

The percentage of the native-born white population that is literate is a rough indication of the general level of educational attainment of a state. There is a close agreement between the efficiency of a state's public school system a generation ago and the level of educational attainment of its citizens today.

The states with school systems ranking high a generation ago, stand high today in literacy. Those states whose schools were markedly inferior a generation ago are low today in literacy. The five states that ranked highest in school efficiency in 1900 have an average literacy in native-born-white population of

⁽¹⁾ Footnote. The author acknowledges with thanks his indebtedness to N. E. A. Research Bulletin Vol. I, No. 4, Sept. 1923, for statistical data and other material of this sketch.

99.6%. The five states lowest in public school efficiency have literacy of only 94.6%. Or stated in terms of illiteracy, the five states that have maintained the poorest school systems have 13 times as much illiteracy among their native-born-white population as do the five states that have maintained the best school systems.

California, ranking third in the scale, has only 0.4% illiteracy among her native-born-white population. North Carolina, standing at the foot of the list, has 8.2% illiteracy in her native-born-white population. In other words, North Carolina, with poor schools, has 20½ times as much illiteracy (among her native-born whites) as does California with her good schools.

School Efficiency and Literacy

Rank in school efficiency	1900	Percent of native-born white population literate in 1920.
Massachusetts	1	99.6
New York	2	99.5
California	3	99.6
South Carolina	47	93.5
Alabam	48	93.7
North Carolina	49	91.8

Average, 5 states with best schools.....99.6

Average, 5 states with poorest schools..94.6

2. Good schools help to make a citizenry which keeps well informed on public affairs.

To be well informed, a citizen must not only be able to read, he must use that ability. The circulation of the Literary Digest, in a state for example, because of the character of this magazine, may be accepted as an indication of the efforts of the people of that state to keep themselves informed on questions of the day.

States that were noted in public school efficiency a generation ago, stand high today in percentage of Literary Digest circulation, and vice versa.

The average percentage of Literary Digest circulation to population in the five states with the best schools in 1900 is 2.11. In the five states with the least satisfactory schools it is .66, or less than one-third of the former.

California has 2.85% of the Literary Digest circulation; Arkansas, ranking 45th in school efficiency, has only .66%.

School Efficiency 1900 and Literary Digest Circulation 1922

Rank in school efficiency	1900	General Information in public affairs—percent of Literary Digest circulation to population.
Massachusetts	1	1.49
New York	2	1.20

California	3	2.83
South Carolina	47	.60
Alabama	48	.63
North Carolina	49	.78

Average, 5 states with best schools.....2.11

Average, 5 states with poorest schools.. .66

3. Good schools go hand-in-hand with high grade intelligence prevalent among the population.

The results of the U. S. Army Intelligence Tests give authoritative data whereby the states may be compared with one another as to the general intelligence of the adult male population.

States that had good school systems in 1900 made high scores in the Army Intelligence Tests. How much one is the cause of the other may be disputed, but that there is some relationship few would deny. The five states with the best schools in 1900 made an average score of 73.3 on the Army Intelligence Tests. The five states with the poorest schools made an average score of 43.9. This is a difference of nearly 30 points.

Men making scores of 73 in the Army Tests were classified as having "average intelligence." Men making scores of 44 were put into a lower group designated as "low average intelligence." In short, the difference between a score of 73 and 44 in the intelligence test was recognized in the army as a real and significant difference.

California stood third in these Army Intelligence Tests, being surpassed by Massachusetts and Washington. It is interesting to note that California's rating in "intelligence" in these tests, 1918, is the same as was that of her "school efficiency" in 1900—that is third place among forty-eight states.

Public School Efficiency and General Intelligence

Rank in school efficiency	1900	Average score of white troops in general intelligence 1918.
Massachusetts	1	71.6
New York	2	64.5
California	3	78.1
South Carolina	47	47.4
Alabama	48	46.3
North Carolina	49	43.2

Average, 5 states with best schools.....73.3

Average, 5 states with poorest schools..43.9

4. Working people in states that have maintained good schools earn more per capita than do the working people in states with poor schools. Good schools mean high earning power.

Workers in the states with good school systems generally receive proportionately higher returns for their work. The average worker's

earnings in the five states with the best schools is \$994.20. That of the five states with the poorest schools is \$516.46, or little more than half as much.

California is near the top of the list in school efficiency. She has nearly the highest average earning power, \$978.45. She is only exceeded by New York State, with \$1,079.98. The workers in Alabama, a state of poor schools, in 1920 earned only \$468.22. The average Californian earns twice as much as the average Alabaman.

School Efficiency and Earning Power

Rank in school efficiency	1900	Amount earned by each person working 1920.
Massachusetts	1	\$ 976.58
New York	2	1,079.98
California	3	978.45
South Carolina	47	603.12
Alabama	48	468.22
North Carolina	49	531.58
Average, 5 states with best schools.....		\$994.20
Average, 5 states with poorest schools...		516.46

5. The savings per worker are highest in those states that have maintained good school systems.

Workers in those states that have maintained the best schools generally have the largest savings accounts. The average amount of the savings account of workers in the five states with the best schools was \$378.39. That of the five states with the poorest schools was only \$46.44, or less than one-eighth of the former.

Californians had savings bank accounts averaging \$394.49, Mississippians, only one-tenth this amount, \$39.62.

School Efficiency and Thrift as Measure by Savings Deposits

Rank in school efficiency	1900	Account in savings bank per personal gainfully employed (1921.)
Massachusetts	1	\$480.89
New York	2	418.05
California	3	394.91
South Carolina	47	71.32
Alabama	48	37.65
North Carolina	49	56.53
Average, 5 states with best schools.....		\$378.39
Average, 5 states with poorest schools....		46.44

Not only do the workers earn more in the states that have offered superior educational advantages, but they save a larger proportion of their earnings. The total savings bank account of workers in the five states with the best schools is 38 percent of what they earn in one year. In the five states with the poorest schools it is only 9 percent.

Other Ways

There are many other ways in which good schools pay; ways that cannot be easily de-

picted by graphs or statistics. Good schools free people from the ancient grip of superstition, ignorance and fear. Good schools promote the rise of the common man; the square deal; and political honesty. Good schools mean better homes, spiritual enrichment, and the ultimate coming of the Kingdom of God, not through any cataclysmic reversal of His Universal Law, but by the honest labors of His sons and daughters here.

NECESSARY EQUIPMENT FOR VISUAL INSTRUCTION

H. B. WILSON

Superintendent of Schools, Berkeley

IN the brief space which you have allotted me, I wish to emphasize two points which should guide in the determination of the equipment which should be supplied in any school wishing to make right use of visual instruction in the educative process.

In the first place, the conception in reference to the materials needed should be kept broad. Unfortunately, in the minds of many people, visual instruction has come to mean the use of films and moving pictures. This is very unfortunate, for the reason that there are very few films available as yet which have a large value for instructional purposes. Films have been produced for entertainment and theatrical use rather than to teach something, with the thoroughness that the school attempts to do its teaching.

That is why it is important to emphasize that the conception of the equipment should be kept broad—that is, there should be a variety of materials. These materials consist of flat pictures, actual objects and specimens, models, maps, charts, globes, graphs, lantern slides, stereographs, films. Each of these has its particular value and its particular use. The flat pictures to be found in our modern textbooks are put there because of their relationship to the ideas and points of view which the text is seeking to develop. Large attention should be paid to their teaching value. Actual objects and specimens which are easily available to most teachers should be much more used than they are. In any modern community, a teacher who is presenting the geography or history of any foreign country as Japan, China or India, can usually have, by request, many objects gathered in traveling to these far away lands. The mere bringing of these into the room pro-

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CALIFORNIA CONGRESS of MOTHERS and PARENT-TEACHER ASSOCIATIONS

OFFICIAL DEPARTMENT

STATE ACTIVITIES

MRS. HUGH BRADFORD

National Delegates

CALIFORNIA sent eight delegates to the National Convention at St. Paul. They included our National Vice President, Mrs. Edgar de Arman of San Jose; our National Treasurer, Mrs. H. N. Rowell of Berkeley; Mrs. Geo. Kell, President of the Second District, of San Francisco; Mrs. John Sheehan, State Publicity Chairman, of San Francisco; Mrs. David O. Mears, National Chairman of Founders' Day, of Palo Alto; Mrs. P. J. Kramer, State Finance Chairman; Mrs. Shelton Bissell, President First District, of San Dimas; and myself.

Progress in P. T. A. Circles

Reports, to a certain degree, give us the measure of our progress. Reports, coming in at the end of nine months of this administration, have many interesting and vital features. First, we may note that change of officers and an almost new executive board, has not held back the work. They have been able to go on building on the foundations laid so strong and true by our predecessors.

Our extension work has gone ahead remarkably. At this time there are 154 new associations that have been launched in these nine months. It has been a pleasure to note the cooperation of the school authorities in aiding organization. Many of them reach out to secure P. T. A's. One amusing incident in this connection. In a certain community a belligerent parent opposed organization of a P. T. A. on the ground that with a strong organization behind him this principal could secure anything he wanted!!

With associations well established, some of the districts are able to consolidate and unify efforts through federations. This year marks the establishment of *eight new federations*. These serve as clearing houses for the associations in each group and through wise leadership hold the associations to true P. T. A. service.

Great Districts

Our districts are now 15 in number. Three of them are larger than the state of Kansas.

The district presidents have large territory to cover. The ideal situation, both for efficiency and for closer contacts, will be when we have county units. Santa Barbara County is our new district and promises fine service.

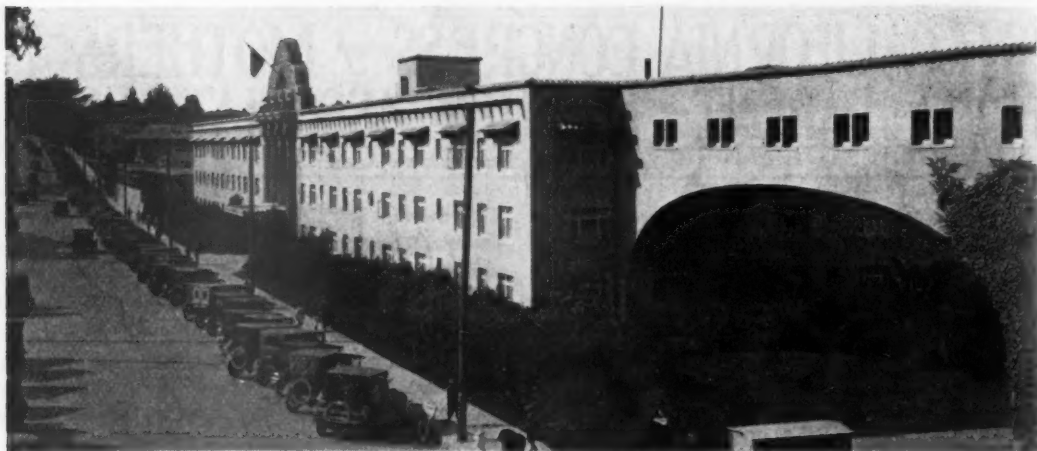
With growth has come the need for instruction and inspiration. The State Board has issued, besides the year book which contains a directory and reports, many leaflets. Some of them are: Membership; Scholarship; Program Planning for High Schools and for Elementary Schools; Recreation; Child Hygiene; Patriotism and American Citizenship; An Extension Book, with Model Constitution and Suggestions; "What the P. T. A. Means"; Suggestions for a "Successful" P. T. A. These and others will be circulated next year and are always to be obtained at our state office. It has been our aim to emphasize the need for well balanced programs, and to save our associations from becoming purely "business" concerns. Every P. T. A. should seek to have an educational side. When we consider the financial side we find from the reports that from \$75,000 to \$80,000 have been turned over to the schools and school children by the P. T. A. Many scholarship funds have been established, and last year approximately \$15,000 was given to children to keep them in school, as well as to reward them for scholarly records.

Higher Institutions

Stanford University is the first of our universities to organize and affiliate with our state work. The Mothers' Club there has a membership of 80 members and has been organized only recently. We expect soon to have all our junior colleges, branch universities and the University of California affiliated.

While practically every branch of our work might be called "Juvenile Protection" yet there is a special field of work for this department. Considerable work has been done by committees in preventing undue publicity in cases of juvenile delinquency. By cooperation with judges we have eliminated to a great degree the morbidly curious crowd around trials. By working quietly we have helped, by individual

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CASA DEL REY, SANTA CRUZ

HIGH SCHOOL PRINCIPALS' CONVENTION

SANTA CRUZ was the host for the California High School Principals' Convention this year. The meetings began April 14 and continued to the 18th, with headquarters at the Casa del Rey.

Among the presiding officers were Dean J. W. Linscott, veteran school man of Santa Cruz; Commissioner A. C. Olney; G. W. Monroe of Owensmouth; Roy E. Simpson of Anderson; C. R. Prince of Calipatria; John S. Drew of San Francisco; T. A. Russell of Huntington Park; Arthur H. Mabley of San Luis Obispo; Henry H. Hicks of Long Beach; Paul Evans, Alameda; W. B. Munson of Fresno; Walter H. Nichols, Palo Alto; J. B. Hughes, Oroville; A. R. Clifton, Monrovia; Herman A. Spindt, Bakersfield; A. A. Bowhay, Santa Maria.

Notable addresses were given by Wm. J. Cooper, Mrs. Grace C. Stanley, Hon. Stanley B. Wilson, Will C. Wood, Roger S. Phelps, President W. W. Campbell, President Ray Lyman Wilbur, Dr. E. P. Cubberley, and others.

J. W. Linscott, the Dean of California schoolmasters, presided at the opening session in his usual tactful, yet forceful way. His brief introductory address was a gem. His conclusion showed so much of feeling and of real eloquence that it is herewith given:

"Remember it. Doubtless you know it; that you have in your various localities material more precious than the cedars of Lebanon or the gold of Ophir, material not gold, steel or marble, but material of living, pulsing, throbbing, surging life. God grant that you may feel the responsibility, and from your work

there shall be structures arise that shall neither crumble nor decay."

Miss Katherine Carey of Los Angeles was Toastmistress at a dinner for the women of the Convention. Other special dinners were held by the University of California and Stanford University.

Service Club Luncheons included: "Kiwanis" (Louis Plummer, Fullerton, in charge); "Rotary" (C. L. Biedenbach, Berkeley, in charge); "Lions" (K. L. Stockton, San Bernardino in charge).

On Thursday afternoon, through the courtesy of the Santa Cruz Chamber of Commerce, an automobile excursion was made to the Big Trees.

Important and valuable reports were made by three committees—on the Elimination of Illiteracy in California (personnel—Louis E. Plummer, Fullerton, Chairman; A. R. Clifton, Monrovia; S. J. Brainerd, Tulare; Wm. Inch, Lodi; E. J. Irwin, Maxwell); on Resolutions (personnel—A. L. Ferguson, Glendale, Chairman; W. A. Godward, McArthur; Wm. F. Ewing, Pasadena; Arnold A. Bowhay, Santa Maria; J. C. Templeton, Hughson; A. G. Grant, Yreka; H. P. Allen, Big Pine; Miss Leslie G. Smith, Sunnyvale; Miss Elizabeth Arlett, Oakland; B. F. Enyeart, San Diego; Dr. Irvin C. Hatch, San Francisco); on Standardization of Terms in Grammar (personnel—George C. Jensen, Eureka, Chairman; C. L. Markley, Ferndale).

Space does not permit detailed presentation of the helpful and stimulating Section Meetings. Group I considered adult and continua-

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CONVENTION OF CALIFORNIA LIBRARIANS

MILTON J. FERGUSON

Librarian, California State Library, Sacramento

THE Hotel Huntington set at the brow of the hill, a wide flung panorama of fragrant orange groves with a sprinkling of stately, pointed pines, a perfect lawn in the foreground surrounded by infinite variety of flowering shrub and plant, a bird chorus to herald the dawn with an overture of joy, weather dreamed by a poet—what an ideal situation for a honeymoon. But the honeymooners—surely they must have been there—had departed and left this delightful hostelry to a busy group of conventioners, who, I fear, may even have missed, in their eagerness, a glimpse of the Japanese garden with its quaint pools with overhanging stunted evergreens, and its pair of odd-looking, quackless geese. For despite the fact that the California Library Association frequently picks out an ideal play place for its annual conference, the members thereof cannot be accused of spending the time in idle enjoyment—defensible as such soul recuperation may be. The Association fills the day, and often the night, with business concerning books; and the time seemingly is never sufficient to cover the field.

It has long been the custom to invite in as speakers persons who have an interest in libraries but who are generally engaged in some allied or related branch of educational service. This year was no exception; and the audiences were instructed and charmed by the contributions of several of our friends of the book. Miss Ethel Richardson, assistant state superintendent of public instruction, who has made a careful study of the adult education movement in Europe and particularly in England, opened up a vista of most interesting and valuable community service which may easily be undertaken by libraries in cooperation with schools and colleges. Dr. Archibald Bouton of New York University read a paper full of kindly humor and wisdom on the subject of the "Function of Literature." H. J. Stonier of the University of Southern California in speaking on "Changing Governments" gave a good example not only of well reasoned thought on a highly important present day problem, but also set a fine model for librarians on how to make a public talk. Francis M. Fultz spoke about books on California Out-of-Doors. Donald R. Dickey delighted the gather-

ing with his remarkable, almost unbelievable natural history film, "Game Trails of the North." Miss Madge Jenison, who has been a pioneer among women booksellers and has had a share in creating a new type of bookshop, "Sunwise Turn," in New York City, was billed as the headliner of the show. Miss Jenison confessed quite frankly that she had not altogether recovered from a recent case of intoxication, caused, not by something prohibited, but by a visit to that wonder of wonders, the Grand Canyon of the Colorado. However that may be, it was easy to see why the selling of better books at the "Sunwise Turn" was so readily accomplished. Love and knowledge of books, and personality equip a bookseller to keep his shop open beyond the period usually allotted to such enterprises.

The programs were not, of course, given over entirely to these interesting but non-library speakers. Much professional grist came to the mill and was sent between the upper and the nether mill stones in workmanlike manner. Time was given each day for group meetings, or round tables where matters of special interest to municipal, school, hospital, children's and college libraries were discussed; where catalogers and reference workers could speak their minds; and where the problems of buildings and equipment, of book lending, and of publicity could have their day in court. Between meals and meetings no one found time dragging.

Huntington Library

One of the anticipated pleasures of the conference was a visit to the Huntington Library. I shall be frank to say that like many joys to come previous reflection thereon was the better part. The trip was restricted to members of the Association only—a ruling understandable enough. They were duly ticketed, and marched through the really beautiful building in single file, with the privilege of catching a glimpse of the Gutenberg Bible under glass, and of craning a neck around the ends of roped-off book stacks for a peek at other books also under lock and key. The "Blue Boy" was unfortunately not in the receiving line, though many other portraits of well known statesmen and authors were on view.

The conference of the California Library Association ended in reality at Vroman's Bookshop in Pasadena where the librarians were received most hospitably, served with

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THE VALUE OF QUALITY SCHOOL SUPPLIES IN OUR SCHOOLS

JOHN B. BRAIN

President National School Supply Association
Omaha

TO be convinced of the real value of high grade school supplies, one only need visit some of the schools where the cheapest grade is in use. The old adage that the "Best is none too good," surely applies in the matter of school supplies and text books.

It is indeed surprising that there are still a few schools where the cheapest seems to satisfy the school board. It is strange indeed that these few schools will pay out the tremendous amount of money they do for good teachers and good buildings and then turn right around and refuse, through lack of careful thinking, to give their teachers the proper tools with which to work. Certainly no contractor would think of permitting a carpenter to work for him on a building with only one or two tools in his possession and these poor and defective ones. However, that is exactly what hundreds of school boards are doing every day throughout the land. Fortunately for the school children of America, these schools are growing fewer in number but the change is coming slowly.

I was greatly surprised the other day to go into one of the schools in one of the smaller towns and find them passing out torn up rough wrapping paper for the pupils to do their arithmetic and language work on. Fifteen minutes later the teacher was literally laying down the law to these same pupils for not taking more care with their penmanship work. Now the paper used for their penmanship work was a fairly good grade of flat writing paper. It was not an expensive paper but was a good school writing paper, but how could a pupil be expected to do careful work in his penmanship when in his arithmetic and language work he was given the poorest kind of paper to work on. The psychology of this is certainly disastrous. The school was only saving a few dollars a year by this inefficiency; so small a sum that no single taxpayer, even the largest one, would be able to notice the difference.

Now at times the superintendent or teacher is to blame for this, but not always. Sometimes a superintendent or teacher hesitates to ask for the necessary tools with which to work. Many times it is the first year's teaching experience for the teacher and she does not

realize that she must ask for what she gets. It is the duty of all teachers and superintendents to ask for what they need and usually they will get it. If they don't, then the blame from future generations will not rest on them but on the members of the school board who in a "penny wise and a pound foolish" frame of mind, turned their request down.

Ordinarily, the word bond connected with a sheet of paper, conveys the impression of quality when as a matter of fact there are many grades of cheap bond paper which are much lower in price than a fair grade of flat writing. A flat writing paper is the ideal quality sheet for penmanship and all other school work providing it is made up with a high machine finish or super-calendared which latter process gives the paper that extra smooth surface which permits the pen and ink to flow over the surface smoothly. With this kind of paper, the muscular system of writing becomes second nature. With a hard rough bond paper or a poorly finished flat writing paper containing ground wood, it is well nigh impossible for a pupil even to attempt the free arm movement of muscular writing.

Maps and Charts

The map question is a serious one. So many of the cheaper maps are cheaper because the plates are not kept up to date. The changing of map plates, the constant editorial work and the research work are expenses which must be incurred by the publisher of up-to-date maps. This expense cannot be eliminated and so naturally the better maps cost a little more money. The average time spent in school by pupils is from eight to ten years and certainly they should not be handicapped by the use of poor and inferior equipment and supplies.

I could go on and enumerate at great length, the difference between cheap, inferior goods and the first class goods which are offered everywhere to our schools, such as pencils, pens, text books, school desks, tablet arm, recitation and study chairs, teachers' desks, ink, paste and busy work material, but the few examples I have mentioned will suffice I believe, to cause the average thinking school board member to realize that all paper is not alike, that all pencils are not alike, and that really after all, if you are dealing with a reliable house, you get full value for every dollar expended.

We all know that quality remains long after the price is forgotten and we all know that the lowest priced article is not always the cheapest

in the end. If we had serious eye trouble we would hasten to a specialist trained as an eye expert, so why not deal with an expert when it comes to such an important thing as school supplies, the working tools of pupil and teacher? Why not place the same confidence in reliable houses in your territory who are giving special attention to the study of what best serves the school children of America?

ON TO WASHINGTON

THE annual convention of the N. E. A. will meet in Washington, D. C., from June 29th to July 5th. California now has the largest state membership (14,490 on January 1st, last). Returns already indicate an unusually large attendance. A special Pullman with N. E. A. delegates will leave Los Angeles at 11:30 a. m. on June 24th via the Santa Fe. A special Pullman will leave San Francisco via the Santa Fe at 11:00 p. m. on June 23rd, connecting with the Southern California party at Barstow. Stopover will be made at the Grand Canyon. The roundtrip, including the Grand Canyon stopover, will be \$150.68. The Pullman fare with this party direct to Washington will be \$36.00 for lower berth, or \$28.50 for upper berth.

A car party will leave San Francisco on the "Pacific Limited" via the Southern Pacific at 4:00 p. m. on June 25th. Reservations for any party may be made through local ticket agents.

Many will make going trip over the Northern Pacific or Canadian National Railways. Many will make return trip over one of the Northern routes, to enjoy stopping at the many points of interest.

The following facts will be helpful to teachers planning to attend this convention:

1. Tickets to Washington may be purchased with privilege of going by one route, returning by any other route. This privilege of diverse routing is without extra cost except as noted below.

2. Stopovers are permitted at any point on both going and return trips within the time limit of tickets.

3. Summer rate tickets, available for attendance at the Washington Meeting, will be on sale beginning May 22nd. The ticket is good for 90 days. However, the final return limit on any ticket is October 31st.

4. The round trip from San Francisco, Los Angeles and other coast points in California to Washington by direct routes will be \$141.56. Those going from California or returning via Portland, Oregon,

will pay an additional \$18.00. Those going or returning via Prince Rupert on the Canadian National Railways will pay an additional \$31.00, this covering berth and meals for two days on steamer from Prince Rupert to Vancouver.

5. Pullman fare from California points to Chicago is \$23.63 for lower berth; added to this \$8.25 for lower berth from Chicago to Washington gives \$31.88 for the Pullman, or \$63.76 for Pullman both ways, a total of \$205.32 for round trip railroad fare going and returning by direct routes and lower berth Pullman. With this data any teacher may easily estimate the cost for entire trip.

6. California headquarters at Washington will be at the Washington Hotel.

Teachers desiring information covering the Convention, and arrangements for car parties, should write to the Sierra Educational News, Phelan Building, San Francisco.

THE QUINQUENNIAL CONVENTION

MRS. H. E. GROFF

THE Quinquennial Convention of the International Council of Women will be held in Washington, D. C., in May, 1925.

This International Council is made up of thirty-four National Councils with a membership of thirty-six million women.

The National Council of the United States includes thirty-eight National organizations (among which is our own National Congress of Mothers and Parent-Teacher Associations) with a membership of ten million women.

The International Council was formed in Washington in 1888, and after the World's Fair in Chicago in 1893 where women from many countries were able to meet together and discuss plans for developing the new movement, it spread with great rapidity. It has held five previous quinquennials—in London, Berlin, Toronto, Rome and Kristiania.

Although the great vision back of having the women of all the countries of the world united for the common good of mankind, belonged to one of our foremost American women, Susan B. Anthony, and although the distinction of really amalgamating all the various elements into one great organization belongs to another prominent American, the late May Wright Sewall, who was President of the International Council, America has never before entertained this great organization, and plans are now under way which will make it the most im-

(Continued on page 443)

HOW TO SECURE POSITIONS IN THE SCHOOLS OF CALIFORNIA

THE California Teachers' Association maintains a Placement Bureau with main office in San Francisco and branch offices in Berkeley and Los Angeles. Teachers desiring positions in the schools of the state should at once register at one of these two offices.

Berkeley Branch Office
Eastman Building, Center and Oxford Streets
Berkeley, Calif.

Los Angeles Branch Office
525 Van Nuys Building, 7th and Spring Streets
Los Angeles, Calif.

Two Plans of Registration

1. COMMISSION PLAN—

A commission of 10% of your first month's salary is charged if you register under this plan. This commission is to be paid upon acceptance by you of position secured through the Bureau. There is no registration fee other than the regular C. T. A. membership fee of \$3.00. There is no extra charge for sending out papers to places where we have given you notification of vacancy. If, however, we are requested by the registrant to send his papers to a place where he has information of a vacancy, independent of us, there is a charge of 50 cents per set.

2. FEE PLAN—

For administrators, principals of junior and senior high schools and high school teachers.....	\$7.50
For kindergartners, elementary school and rural teachers.....	\$5.00

Under this plan a charge of 50 cents is made to cover clerical cost and postage each time your papers are sent out for examination.

How You May Join the Placement Bureau

Only those who are regular paid up members in the California Teachers' Association may join and participate in the service offered by the Bureau. If you are not a member of the C. T. A., you must include \$3.00, the Association membership fee, when registering in the Bureau.

*Register at once in the Placement Bureau of the California Teachers' Association.
Here you receive placement service at cost.*



FROM THE FIELD



[In this column there will appear from month to month, as may seem called for, brief notes or queries from teachers—concise, helpful personal expressions of valuation and judgment, upon local or state educational affairs of general interest.]

THE SCHOOL PROCESSION EDMUND J. BRISTOW Berkeley, Calif., Box 103

LIFT high your hat, attention now,
The future marches by;
And all the town from bank to plow,
Is out beneath the sky.

The flags are floating on the air,
Of red and white and blue;
And every blossom sweet is there,
With every lovely hue.

The smiling faces pass in rows,
With buoyant step and strong;
A stream of youthfulness that flows,
And sings its happy song.

What rising hopes for coming years,
Are marching down the street;
What courage o'er the common fears,
That all the ages meet.

What gladness swelling on the air,
And trembling in the song;
What courage for the future dare,
As hundreds march along.

The men are there of future might,
To ride above distress;
The mothers there with step so light,
And touch of tenderness.

The great are there, the diplomat
Of future years that fly;
Attention now, take off your hat,
The future marches by.

Stanislaus County Shop Teachers' Club

AT the annual Institute of Stanislaus County this year, in a shop teacher's sectional meeting, the necessity for standardizing courses of study and general cooperation in the county was made very evident. On the strength of this idea, a committee was appointed, with Mr. Allan F. Riley as chairman, to consider same, with the idea of organizing the county shop teachers into a club.

In December the committee called a meeting of all shop men of the county at the Departmental School in Modesto. It was decided to organize into a temporary club; a date was set for the next meeting and a manager appointed to prepare a program. In January the club

met in Ceres High School. A question box was opened, containing questions vital to different shop men. A very profitable discussion followed. The name "Stanislaus County Shop Teachers Club" was chosen, and a committee was appointed to draw up a constitution.

At the next meeting, which was held in Modesto, the constitution was adopted, and the club launched into the field. The secretary reminded the club that the previous history of such clubs was to meet about twice and die. However, five meetings of our club have now been held. The regular time of meeting is the first Wednesday of each month. The program is begun at 6:30 with a dinner, usually served by the cooking department of the entertaining school, a program of music being furnished while we eat. The men usually arrive soon enough to visit the shops. This has been especially beneficial. Following the dinner a general meeting is participated in, and at the last session the group divided into sections, each section appointing a chairman to report at the close of a 30-minute period. The men liked this plan best of all, as the woodwork men could discuss their special problems, the farm mechanics theirs, the auto-repair group theirs, etc.

The club is one of the first, if not the first, of its kind in the state. We thought it valuable to others in process of organization to read the history of our club in the Sierra Educational News.

Yours for better shops,

A. B. DOWNING,

Secty.-Treas., Departmental School, Modesto,
Calif.

Castro Valley

DEAR Mr. Chamberlain:

Castro Valley School, Alameda County, states that they are 100%. This is a splendid school with a wonderful spirit and they should be entitled to this credit.

Cordially yours,

DAVID E. MARTIN,

County Superintendent.

Teacher Progress in Washington Township

WORD has come to us from Mr. Ralph R. Rice, of the Commercial Department, Washington Union High School, Centerville, California, of the splendid progress which has been made by the Washington Township Teachers' Association. "Mr. Joseph Dias of Centerville," states Mr. Rice, "undertook to organize an association of the teachers of this township three years ago. The idea has grown and the association has become a permanent force in this community. I have

had the pleasure of working on the program committee and believe in passing a good thing along to other teachers and communities. Also, the publicity given to this work in the News will hearten those who have made the struggle to continue the good work." The Program Committee of the Association has developed a strong program of lectures, discussions and round-tables, with numerous distinguished speakers.

California's Four Problems

DEAR Editor:

The three outstanding problems in California education at the present time are in my belief as follows:

1. To secure sufficient financial support to carry on a modern school program and to provide for the very rapid growth of the schools of the state without resort to a policy of half-time schooling.
2. Such a revision of the statutory organization and control of the educational system as will prevent selfish and designing groups of politicians and interests inimical to the development and welfare of public education from controlling the school policy to their own selfish and political ends.
3. To develop a statewide policy of keeping the public informed as to what the schools are actually doing.

To these three, I should like to add a fourth as follows:

4. To develop a policy and adequate means for the training of educational and civic leadership in the state.

Cordially yours,

FRED M. HUNTER,
Superintendent of Schools, Oakland.

Alameda County Educational Association

DEAR Editor:

The annual luncheon and business meeting of the Alameda County Educational Association was held at the Hotel Oakland April 26th.

The Alameda County Educational Association includes the superintendents and supervisors of the educational activities, principals and classroom teachers of the public schools of all of the city and the outlying districts of Alameda County. We have approximately 2100 members in the Association, approximately 600 of whom attended the meeting on Saturday.

Among the distinguished guests were members of the State Legislature including members of the Assembly, Mrs. Anna Saylor, Chris B. Fox, J. Croter, E. Smith; members of the Senate, T. C. West, Edgar Hurley, Frank Carr; members of the County Board of Supervisors; Advisory Council; Honorable A. C. Olney; Fred M. Hunter, Oakland, C. J. DuFour, Alameda; D. E. Martin, County Superintendent of Schools of Alameda County; presidents of the Boards of Education of Alameda, Oakland, Berkeley and of Alameda County; presidents of the Parent Teachers' Associations of Oakland, Berkeley, Alameda and

Second District, H. W. Jones, Piedmont, M. C. James, representing superintendent of Berkeley.

Lieutenant Governor C. C. Young gave a masterly address upon "State Revenue and Expenditures." Addresses were also made by E. W. Kottinger, president of the Association; Dr. Broderick of the Highland Hospital of Alameda County; and A. C. Olney, Commissioner of Secondary Education.

We had thirty-one guests, some of whose names are included in the above paragraph. The common report is that the meeting seemed to have been one of the best that the Association has held in its existence.

The luncheon and business meeting is an annual affair and has come to a point where so many of our members attend the meetings, it is difficult to find quarters to hold our annual meetings. The meeting has always been held at the Hotel Oakland, in its largest room.

The officers of the past year are: E. W. Kottinger, president; Miss Sue Irwin, vice president; Miss Mary F. Connolly, secretary; W. O. Davies, treasurer.

The incoming officers for the coming year are: Miss Sue Irwin, president; Mr. J. E. Bunker, vice president; Miss Mary Connolly, secretary; Mr. J. A. Robinson, treasurer.

E. W. KOTTINGER,
President Alameda County Educational Association.

Teacher Salaries

THE Educational Research Bulletin of Ohio State University in a recent issue has a very fine analysis of Ohio salary schedules for 1923. In concluding his studies, Mr. Stoneburner states: "A person who thinks of wages as they were in 1914 is apt to regard these typical salaries for 1923 as high. Such an attitude, however, ignores the change in the value of the dollar. No reliable figures regarding the 1914 salaries are available, but in a general way a comparison between conditions then and now may nevertheless be made. In January, 1923, one dollar was worth 63.3 cents in terms of the dollar of 1914. We who were in the profession at that time remember very distinctly the wall that was then going up all over the country for increased salaries. Let us reduce the above figures to 1914 figures.

The Generalized Salary Schedule as Shown by Medians

	Min.	Max.	No. of Steps	Value of Steps
Elementary Schools.....	\$ 900	\$1,350	9	\$50.00
High Schools.....	1,250	2,050	10	80.00

The Data Reduced to the 1914 Dollar

	Min.	Max.	No. of Steps	Value of Steps
Elementary Schools....	\$ 569.70	\$ 854.55	9	\$31.65
High Schools	791.25	1,297.65	10	50.64

"This shows that the \$900 minimum salary for elementary teachers becomes \$569.70 and the \$1,350 maximum for elementary teachers becomes \$854.55. In high schools the \$1,250 minimum becomes \$791.25, and the \$2,050 maximum

becomes \$1,297.65. All of us remember that such minimums and such maximums were very much in vogue at that time, and we are justified in believing that in reality the salaries of today are no higher than they were before the war. We conclude therefore that the present typical salaries could and should be raised."

Ethical Procedure

IN a recent issue of his excellent bulletin to Long Beach teachers, Superintendent W. L. Stephens has a notable paper on teaching as a profession. We wish that every teacher in California could read the stimulating address in its entirety. Space permits quoting only the following passage on ethical procedure:

"The definition of a profession as given by the Supreme Court, contains a significant statement: A profession is a vocation of such a nature as to warrant the community in making restrictions in respect to its exercise. In other words a profession must in its functional aspects, correspond to and harmonize with, what is for the best interests of the public welfare.

"In conformity with this conception of their relations to the public, several professions have established definite codes of ethical procedure. Notable among these are The Canon of Ethics for Lawyers, adopted by the American Bar Association, Aug. 27, 1908; Principles of Medical Ethics of the American Medical Association, adopted by the House of Delegates, June 4, 1912; Code of Ethics of the National Dental Association; Code of Ethics of the American Society of Civil Engineers, adopted Sept. 2, 1914; Code of Ethics for Accountants, adopted in 1916 by the American Institute for Accountants.

"But the National Education Association is painfully silent with reference to an Ethical Code for the teachers of America. I am well aware of the attitude taken by many that it is a reflection upon the integrity and high purposes of the teachers even to intimate that such a code is either needed or desirable. And usually in the case of these teachers such a statement of procedure is unnecessary. However, I wish that some of this class of teachers might have sat with me during the months of May, June, July and August, during which I had personal interviews with approximately 1,000 teachers from all sections of the United States, Canada, and the Islands of the Pacific, and could have heard their answers and felt their reactions, to questions involving the ethics of the profession.

"You would agree with me that teaching is after all a human institution, that the workers therein are just folk who have their hopes and their fears; their achievements and their failures; their conceptions of right and wrong—but all of whom crave the human touch. Out of such groups of men and women the teaching profession must be organized for rendering a special service to humanity, even though at times it means personal sacrifice.

"A code of ethics to be of value to a group of teachers must emanate from the teachers themselves. It cannot be imposed from above or from without."

The Teacher's Soft Snap

A SHORT time ago various members of a Colorado Rotary Club gave short talks on various business. A retail lumberman made the following address on the teaching profession:

"The teaching profession as I see it and from what information I have been able to gather is, in the immortal words of the great poet—a soft snap.

"The success of a teacher is judged by one and only one thing. To illustrate—if my boy gets all A's and A's plus on his report card, his teacher is a success; if he gets B's and C's his teacher is a fizzle. Am I not right? How easy then for a teacher to be successful just by making a few strokes of the pen on a little yellow card once in every six weeks.

"An easy life, I must say, with little if any work, with large pay checks arriving regularly, with no stock of merchandise on the shelves collecting the dust from our unpaved and unsprinkled streets, with no taxes to pay, no high rents, no insurance against hail, fire, flood and other disasters, no bad accounts, no bankers to face every sixty or ninety days, no depreciation on stock, no anniversary sale every time one of the clerks has a birthday. Can you imagine anything quite as easy as being a teacher?

"They pay no income tax. They have no expenses. Flowers for the table are furnished by the classes in horticulture, the garden clubs and classes furnish them with free onions and other vegetables, chicken of the fried variety are furnished by the poultry classes, fresh and salt meats by the classes in animal husbandry, and fruits of course, are placed on the teacher's desk in great quantities by the favorite pupils, and music for their entertainments is furnished by the various school orchestras and glee clubs.

"Teachers all wear good clothes, drive high powered motor cars of the enclosed type. Teachers get the entire summer off with full pay, they have beautiful mountain homes, free tickets to all the operas, theatres, football and basket ball games and all worth-while entertainments both here and in Denver. Teachers are not solicited for funds for the home for the blind at Niwot, nor for the old ladies' home at Englewood.

"In closing I want to submit to you these figures for your careful consideration. Please follow me closely. There are 365 days in a year. There are 52 Sundays and 52 Saturdays, making 104 days, add to this 11 holidays and 90 days summer vacation and you have a total of 205 days with no work for the teacher to do. Subtracting these 205 days from the 365 and we have 160 days left, but they only work from 9 to 12 and from 1 till 4, or six hours which is $\frac{1}{4}$ of a day. One-fourth of 160 days is 40 days which they actually work for which they are paid from \$3,000 to \$10,000 which I consider fair enough for 40 days' work."

The Department of Classroom Teachers, N. E. A., is making splendid progress in its work and will hold important sessions this summer at Washington.



EDUCATIONAL LITERATURE



The Ratio of College Graduates to Population

IN his address at a recent Convocation of the University of Chicago, Professor A. W. Small, head of the Department of Sociology, discussed the ratio of college graduates to population.

In the year 1920, the latest for which comparable figures are available, the American colleges graduated a total of 36,718 men and women—one out of each 3,000 of the population. In the same year 2,607,000 human infants were born in the United States—2,607,000 potential aspirants to college privileges some eighteen years later.

Assuming that the factors on both sides of the equation of college availability will remain constant, and ignoring the certainty that some children who entered this country in 1920 in the arms of immigrant parents will outfoot some of the native children in the race for education, not more than one in each seventy-one of the children born here in 1920 will receive a college diploma at or about the year 1942.

You are the fortunate survivors of the same process of natural and artificial selection which will reduce each of those groups of seventy-one in the 1920 class to a single individual. As such survivors you are admitted into the most enviable association in American society.

My Dark-eyed Dollies

IN my dim and distant childhood, when my hair had more of gold
And I felt that blondes were common, while
brunettes had ev'ry grace,
How I longed to have a dolly who had dusky
eyes and tresses—
When at last Old Santa brought her, any doll
seemed out of place!

In my sentimental girlhood, "tall and dark" I
dreamed my lover,—
When he loomed on my horizon, none could
doubt that he was tall!
But his eyes were blue as gentians, and his
locks were surely Saxon,
And I found that "dark and handsome" did not
tell the "fate" of all.

Both my stalwart sons are blue-eyed and their
hair two shades of gold
But methinks the Fates have noticed and
decided on some fun—
For on Monday, Tuesday, Wednesday, Thursday,
Friday ev'ry week
They give me thirty dark-eyed dollies—but I
love them ev'ry one!

They're a noisy, jumbled fam'ly and sometimes
I quite despair;
But they're learning songs and poems that I
hope will bless the years.

Little Tony, sturdy Carlos, may you grow to
decent hombres—
How the thought of serving others, ev'ry weary
teacher cheers!

Oh, my little Enriqueta, what awaits you in the
future?
And my starry-eyed Felice, with the mind so
quick and gay,
And my placid Carmelita, will your life be dull
and sordid
When you leave the land of fairies and of happy
children's play?

Heaven show me how to lead you in the paths
of needed service,
Help you curb the restless spirit that reveals
your Fathers' ways;
Give the best our country offers, moral strength
and high ambition;
Help you love the pure and noble and be happy
all the days!

—"A Riverside Teacher."

Why the Junior College is a Local Project

A SURVEY of the literature of the junior college, including reports of junior college administrators, shows the following reasons for organizing such an institution as a local project under public boards of education rather than at standard colleges and universities:

1. The Junior College is a logical part of the secondary school system rather than of the standard college or university.
2. The overcrowded condition of the universities makes it impossible for them to bear the burden of the Junior Colleges, and in the process of elimination, the universities send home as failures many who, with adequate supervision, would develop into good students.
3. The presence of a Junior College would result in an economic saving to the community.
4. The presence of the local Junior College would result in moral and social betterment for the community.
5. The presence of a local Junior College would bring a well rounded education to the masses.
6. The Junior College would make possible adequate vocational guidance at an age when students naturally face the problem of a life work.
7. The Junior College would result in a higher type of scholarship through closer supervision of student activities.
8. The Junior College would provide greater moral safeguards for the pupil through a postponement of the break from church, home and community influences.

The fact that the Junior College is in reality a secondary school would seem ample cause for placing it in the secondary school system rather

than attaching it to the university. The advisability of this course is demonstrated by the history of secondary education in Europe. President A. Ross Hill of the University of Missouri emphasizes the fact that the natural stopping place in secondary education is the fourteenth year rather than the twelfth. Mr. H. R. Brush of the University of North Dakota states that the public is dissatisfied with the old organization of secondary education because of "a realization that the high school graduate is brought neither to a satisfactory completion of preparation for the increasingly complex activities of modern life nor to a point where he can wisely choose the line of professional work he may desire to follow." Says Frederick E. Bolton: "The first two years of college and university work are confessedly a part of secondary education. The boys and girls are of secondary school age no matter where they are."

The students of Professor Koos have established the fact that the founding of Junior Colleges as local institutions would result in a widespread extension of higher education among the masses. In an examination of 82 communities, some having colleges but the majority not having them, he found that in communities having local colleges the number attending the first and second years of college was 13.9 per cent of the number enrolled in high school as compared with 6.5 per cent where no local college exists. The presence of a college, therefore, more than doubles the number of high school graduates who will do college work. In cities having local colleges 9.6 per thousand of the population are in the Junior Colleges as against 3 per thousand in communities having no local college.

It is evident, therefore, that both on the ground of theory and practice we can justify the organization of Junior Colleges as local institutions under public school boards of education.

JOHN W. HARBESON,
Director Child Welfare, Pasadena, in Pasadena
Educational Review.

Fellowships and Scholarships for Work in Science

A BULLETIN under this title has been issued recently by the National Research Council, of Washington, D. C., listing fellowships and scholarships offered by American educational institutions and industrial concerns or under other auspices, for advanced, and particularly for graduate, work in the physical and biological sciences and their application.

This list includes over 2100 appointments and the total of the annual stipends involved amounts to over \$1,948,000. A full list of fellowships available in all fields of study, including literature, art and the social sciences, would add several hundred to the number of available appointments and several hundreds of thousands of dollars to the amount of the money spent in annual stipends.

A large part of the money supporting these fellowships, which represents the income from

about \$40,000,000 of capital, is derived initially from the earnings of industrial or commercial enterprises. Many of the enterprises which have provided these funds are dependent for their success more or less directly upon the advancement of science. These funds may be regarded, then, from one point of view, as a legitimate return on the part of these enterprises to the basic source from which their prosperity is derived.

In another sense, the sum total of these annual stipends represents a yearly investment of the country as a whole for the preparation of especially competent advanced college and university students for creative work in scientific fields and for educational and industrial leadership. From still another viewpoint, this amount represents a special subsidy provided to certain selected students which enables them to obtain preparation for higher productive effort which they would otherwise not be able to obtain.

Altogether, this is a splendid showing of the extent of the faith of America in the value of preparing our best students for creative scientific work.

Our Double Tax System—State and County

THE average citizen, busy with his own personal affairs, does not acquaint himself closely with the tax system of his state and county. It is worth while, therefore, to present some facts relative to our tax systems. We have in the State of California a double system of taxation.

First, the corporations, among which are railroad companies, telephone and telegraph companies, power and light companies, etc., pay into the state treasury a tax upon their (gross receipts), franchises, etc. The money derived from corporation taxes is spent to maintain the state government with all its functions. Public utility corporations, such as mentioned above, **do not pay any tax on any property, used in the operation of their business, in any county to maintain county functions.**

Second, all other property in a county is taxed upon an assessed valuation. The assessor of a county places a valuation upon each person's property and the sum of the individual assessment constitutes the assessed valuation of the county. The county officials and school trustees submit budget estimates to the board of supervisors, listing the necessary money to carry on their respective departments and the total of these estimates makes up the entire amount to be raised for county purposes. After the assessed valuation and the total amount of money to be raised are determined, the tax rate sets itself.

The money derived from the tax on property in a county is collected by the county tax collector and placed in the county treasury to be used to maintain the county government with all its functions. Hence property taxpayers of a county do not now pay any property tax money into the state treasury to maintain state functions.

Thus it can be seen that we have two distinct

sources of revenue, raised in two different ways, from two distinct and different groups of taxpayers in this state, the UTILITY CORPORATIONS paying state taxes into the STATE TREASURY to maintain STATE FUNCTIONS, and the PROPERTY TAXPAYERS paying COUNTY TAXES into the COUNTY TREASURY to maintain COUNTY FUNCTIONS.

ROY GOOD,

County Superintendent of Schools, Mendocino County, in his report for 1923.

The Three-Track School

THE adaptation of the school to the requirements of individual pupils has been strikingly shown in the State of Washington. That a small school system, with less than 1000 pupils can operate a plan of adjustment of the school program to mental differences of children is being demonstrated in the Edmonds schools. A three-track plan based on rate of progress, rather than scope of work, is in apparently highly successful operation. It is the fifth year in the operation of the plan in the experience of the superintendent.

The work of each of the six elementary years—(a six-six plan is in effect)—is divided into six parts, making 36 units in all. On the fast track, provided for children of high intelligence, eight units are completed in a year, meaning a saving of a year for each cycle of three years. On the middle track, for children of average ability, the normal six units are completed. On the slow track, for children of low ability, four units are covered. Initial assignment to division is made on the basis of individual mental test. At the expiration of the three-year cycle re-assignment may be made, if called for, as each division will have completed a year unit of work.

In the three primary grades each room includes three divisions; in the three or only two divisions.

Some of the obvious advantages of the plan are: first, that all children being associated with their peers tend to work up to their capacity; second, that in groups of mental equals a high degree of attention is attained; third, progress is continuous, avoiding the gaps and repetitions involved in the common double-promotion and retention scheme.

The plan is being operated with a high degree of success and of satisfaction to teachers, pupils, and parents.—Washington Educational Journal.

The Teacher, Taxation and School Costs

A. S. BURROWS, chairman of the legislative committee of the Washington State Educational Association, has a splendid report on school finances in a recent issue of the State Education Journal. His conclusions are:

1. The general property tax has failed to meet the demands of the people for public service. It must be supplemented by other forms of taxation in a way that will equalize the burden of support among all in proportion to the ability to pay. No form of wealth should remain immune. No form of wealth should be

threatened with confiscation. A fair taxation plan that will produce is the present need.

2. Present school costs must be correctly analyzed by the public which must hereafter be informed in advance of the cost of meeting its own demands of additional school service. The people must also know what each proposed retrenchment involves.

3. While there has been very little wilful waste in education, nevertheless, true economy demands the utmost care in the making of school budgets in which every semblance of waste and extravagance has been eliminated.

4. The \$3,000,000 reduction in the total costs of 1922 cannot be duplicated another year without seriously affecting the character of the work of our public schools. Overcrowded rooms, overloaded teachers, underpaid teachers, scanty supplies and equipment are not wanted by the people of Washington.

5. The teachers of Washington must demonstrate to the people of this state that which is the truth, namely, that the present school costs are justified by the work the schools are doing and conditions under which it is done.

Introduction to Agricultural Economics. By Lewis Cecil Gray. 556 p. il. MacMillan. 1924.

Dr. Gray is economist in charge of land economics, U. S. Department of Agriculture. His lucid and well-balanced text is the youngest number of the "Social Science Textbooks" edited by Richard T. Ely.

Gray's book is both a textbook for beginning students, and a guide for general readers. Its mechanical make-up, graphs, and pedagogic material are excellent.

Chapter 16, on "Land Policies," is one of the most important chapters in the book. "No incentive," says Gray, "has yet been found that will stimulate human exertion and thrift like the prospect of acquiring the ownership of a farm."

The closing chapter, on economic cooperation by farmers, is thoroughly modern and forward-looking. Farming is becoming contemporaneous with radio and aeroplane. V. MacC.

Louis Pasteur. By S. J. Holmes. 246 p. il. Harcourt, Brace and Co. 1924.

The author has set forth, simply and winsomely, the leading investigations of this eminent Scientist. Pasteur's methods of critical experimental research are graphically narrated. The manner in which the distinguished Frenchman rose, step by step, from one field of Science to another, is portrayed. Discoveries of the highest importance marked the labors of Pasteur in every domain which he entered.

Dr. Holmes, who is professor of zoology at the University of California, has long been an admirer of Pasteur and his achievements. Holmes' account has many dramatic passages, and is in excellent literary style. Figure One, showing Pasteur at the age of twenty-one, and Figure Thirteen, a photograph of Pasteur and his wife, are two noteworthy full-page plates.

There are numerous other illustrations. The book is most readable, and will have good usage.
V. MacC.

The Atlantic Book of Junior Plays. Edited, with introduction, comment and interpretative questions, by Charles Swain Thomas. Atlantic Classics, 320 p. Atlantic Monthly Press. 1924.

Readers somewhat younger and less advanced than those high school, college and unacademic groups now using the "Atlantic Book of Modern Plays," are the objective of the "Junior Plays." The material is well-balanced, wholesome, and of sound literary value.

The Dyspeptic Ogre, by Percival Wilde; Nerves, by John Farrar; Fifteenth Candle, by Rachel Lyman Field; A Marriage Proposal, by Anton Tchekoff,—are a few typical selections from the thirteen plays given. There are useful sections on "Appreciating the Drama," biographical and interpretative notes, and bibliographies.

The author has wisely realized the dramatic instinct of youth, and that a child's reach—no less than a man's—should exceed his grasp. He has kept prominently in mind the idea that young people have interests coincident with those of the adult life which they are all now imaginatively living.
V. MacC.

California, A Geologic Wonderland. By Dr. Bilbert E. Bailey. 119 p. il. Los Angeles Times-Mirror. 1924. \$1.65.

This handy little pocket volume was published in response to a widespread interest and general demand for a book containing Dr. Bailey's feature articles, which have appeared at intervals in the Los Angeles Times.

The author is professor of geology at the University of Southern California, and is thoroughly acquainted with the nature background of this mighty empire state.

His narrative is vivid and interest-provoking; his descriptions are clear and illuminating. Science teachers and all nature lovers and outdoor folk in California will find much help in this little guide book.
V. MacC.

The Victrola in Physical Education, Recreation, and Play. Issued by the Educational Department of the Victor Talking Machine Company, Camden, New Jersey. 66 p. il. 1924. Gratis.

A famous philosopher once said, "The first requirement of education is a good animal." Physical education, recreation and play tend to make that good animal. With a realization of this most of the states are now requiring that all the school children be given physical training in some form or another, and here the Victrola has added one more avenue to the already great service it is capable of extending the schools.

Folk dancing is an ideal medium for bodily expression, and a wholesome form of recreation. It embodies all the principles of helpful physical movement. Stereotyped callisthenics are being replaced to a great degree by mimetic exer-

cises, which add thought, play, pantomime, and the charm of music to bodily development. The folk dance is now accepted everywhere as one of the best forms of physical education for boys and girls.

Mimetic play, gymnastic stories, rhythms, drills, singing games, and interpretative dancing are also playing an important part in many schools' physical education. These activities, together with numerous folk dances, are listed and described in the new edition of "The Victrola in Physical Education, Recreation, and Play" which has just been issued. A copy of this valuable little publication may be had free upon request of any dealer in Victor products.
V. MacC.

The College Blue Book (in 3 volumes). Scientific, non-advertising books of reference of the Colleges and Universities of the United States of America. By Huber William Hurt. Vol. I—Colleges of Liberal Arts and Sciences (1923); Vol. II—Professional and Technical Education (1924); Vol. III—Music and Fine Arts (1925). 473 p. il., published by The College Blue Book, Chicago.

This is a very useful compendium of information, in tabular form, concerning nearly 1000 American colleges and universities. Special sections treat the institutions especially for negroes; junior colleges; universities of the world; and high school standards in the United States. The educational atlas, of 3-color state maps, is cross indexed, and is a valuable new device for ready reference.

The reviewer notes that under California, only one state teachers' college (Chico) is listed. A footnote states that "the other normals are becoming 4-year teachers' colleges."

An appendix (p. 442) lists the members of the American Association of Teachers' Colleges. California is represented only by the State Teachers' College at Santa Barbara.

This large and substantial volume, despite occasional errors, is a reference work of high rank and wide utility.
V. MacC.

Twenty-Five Years of American Education. Collected essays. Edited by I. L. Kandel. 469 p. MacMillan. 1924.

This is an "appreciation volume" in honor of Dr. Paul Monroe's twenty-five years of service at Swift, Inglis, Sears, Kilpatrick, Reiser, and Kandel are among the essayists.

Stuart G. Noble, of Tulare University, has contributed a noteworthy paper on the education of the negro.

The essays give a dignified picture of educational progress in America.
V. MacC.

Fitting the School to the Child. An experiment in public education. By Elizabeth A. Irwin and Louis A. Marks. 339 p. Many tables. MacMillan. 1924.

Miss Irwin, psychologist of the Public Education Association of New York City, and Mr. Marks, member of the Board of Examiners, New York City Board of Education, have written a clear and scientific account of an experiment with 3000 children.
V. MacC.

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NOTES AND COMMENT

Proceedings of the State Board of Education May 1-3, 1924

THE State Board of Education met in special session in Sacramento, California, May 1, 1924, the special order of business being the hearing of representatives of textbook publishers on geography material submitted for adoption for the fourth grade.

Protests were received from school officials against the board's action at the March meeting to postpone the adoption of a penmanship system at the expiration of the contract in July and discontinue the distribution of copy books to the schools after the present supply is exhausted. There being a sufficient supply of Books 7 and 8 to fill the summer orders for all the schools, the board voted to print an edition of the first six books to complete the orders.

Mr. Merk reported that a committee of citizens had been appointed by the San Luis Obispo Chamber of Commerce to inspect and offer recommendations concerning the future policy of conducting the Polytechnic School at San Luis Obispo and that Mr. Merk, Mr. Ricciardi, Mr. Heron and Mr. Werner of the State Department of Education had been appointed to represent that department.

Miss Helen Dimmick resigned her position as assistant secretary in charge of credentials to accept another position. Miss Dimmick's resignation was accepted to take effect June 30, 1924.

Mr. W. M. Coman, State Supervisor of Rehabilitation, was appointed assistant secretary in charge of credentials, to begin July 1, 1924.

The board authorized a reprint of Bulletin 2-C "A Suggestive Course of Study in Geography for the Elementary Schools," which is to include, in addition, a list of phonograph records compiled by Miss Donzella Cross, to represent the music of various nations.

San Francisco State Teachers College was granted the privilege to grant a degree with a major in junior high school education.

The board voted to adopt a geography reader for the fourth grade "Journeys in Distant Lands" by Barrows and Parker; Silver, Burdett & Co., publishers.

The Literature Readers for the sixth, seventh and eight grades, by L. E. Armstrong, were readopted for a term of four years, with the understanding that Mr. Armstrong, with the assistance of the elementary commissioner of schools, is to revise them.

The board adjourned to meet in Sacramento in regular quarterly session June 23, 1924.

WILL C. WOOD,
Secretary.

Kindergartens have been established in all but fifteen of the counties in California, in connection with their public school system, accord-

ing to the last annual reports submitted to the superintendent of public instruction. The counties which last year had no kindergartens are all in northern or central California. The population of the fifteen counties in 1920 was 114,552, and the assessed valuation of their properties last year was \$194,849,907.

The same counties contain 486 elementary school districts, and 31 high school districts enrolling 18,432 elementary pupils and 5,221 high school pupils. During the last school year, these counties spent a total of \$1,746,000 on their elementary schools and \$1,357,000 on their high schools. The largest of the counties which had no kindergartens last year, Monterey County, has established them during the year, 1923-24. Mr. A. R. Heron points out that the complete cost of the kindergartens including establishment and maintenance must be borne by the local district. Although kindergartens are a part of the public school system of the state, no provision has been made for state aid to them. Establishment of a kindergarten therefore means that the local taxpayers have decided this additional educational opportunity should be provided by them although it receives neither state nor county aid.

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SCHOOL BUILDING AND EQUIPMENT PROGRAMS

(Continued from page 391)

for junior high schools, and \$2,400,000 to start the erection of three senior high schools with the understanding that it would require approximately \$2,400,000 to complete these buildings. Thus, Denver has now started on a building program amounting to approximately \$8,500,000.

The above mentioned amounts provide for the erection of five additions and twelve new elementary school buildings; two junior high schools, one for 1200 and the other for 1300 pupils; and three senior high schools, one for 1800, and two for 1500 pupils each. The total capacity provided for is 14,680. The above described building program will replace eight old elementary school buildings and provide for four new ones; it will provide for two new junior high schools and replace three old senior high schools. To date, four additions to elementary schools have been completed and ten other elementary school projects started, most of which will be ready for the opening of school in September, 1924. Contracts have not been let on two of the elementary school projects. One of the junior high schools and all of the senior high schools are under construction. These buildings will probably be ready for occupancy sometime between September, 1925 and February, 1926.

The school population in Denver is increasing by 1500 to 2000 pupils annually. The program which is now under way will be sufficient to provide fair accommodations for the next three or four years at the present rate of growth except in the most rapidly growing sections of the city.

HOMER W. ANDERSON,
Assistant Superintendent of Schools.

SANTA BARBARA, CALIFORNIA. — Last year our increase of enrollment was about 20% over the previous year and we anticipate about the same rate this year. In the spring of 1923 we moved into two new 13-room concrete elementary buildings which replaced two old frame structures and several small bungalows which were built during war time. These new buildings were made possible through a bond issue of \$295,000.

We are now just about completing two more 16-room elementary buildings which were provided for by a bond issue of \$400,000, and a

Social Science Books For High Schools

AN INTRODUCTION TO ECONOMICS,
by Graham A. Laing, Professor of Business Administration and Finance, California Institute of Technology, Pasadena.

The United States Bureau of Education and the Federal Board for Vocational Education both highly recommend the teaching of Economics in all high schools. The subject is rapidly becoming an integral part of every school curriculum.

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PAUL E. STEWART,
Superintendent of Schools.

HUNTINGTON, WEST VIRGINIA.—The increase in enrollment this year over that of the previous year is approximately 850. We expect practically the same increase for the coming year. The rate of increase in Huntington for the past ten years has been from 500 to 1000 each year. Four buildings are now under construction from an \$800,000 bond issue, approved by the public in November, 1922. All will be ready for use at the beginning of school 1924-25. The entire bond issue will be used for building. It will be necessary to equip all of these buildings by direct taxation in our levy for the coming year. In order to meet the rapid growth of the city it will be necessary within the next two or three years to launch another bond issue for approximately one million dollars.

JOHN G. GRAHAM,
Superintendent of Schools.

GRAND RAPIDS, MICHIGAN.—Our enrollment this year increased by only about 450. Since the first of the year we have started one building which will take care of grades from the kindergarten to the ninth, which will cost about \$800,000, with a capacity of about 800; one building, a six-year high school (grades seven to twelve, inclusive) which will cost about \$900,000, with a capacity of about 1000; an addition to one of our grade buildings at a cost of about \$160,000, with a capacity of about 240. We have ahead of us another school to take care of the grades from the kindergarten to the ninth, inclusive, which will probably cost about \$800,000, two grade buildings at a cost of about \$200,000 each. When the above work is completed our crowded condition will be pretty well taken care of.

H. N. MORRILL,
Secretary and Business Manager.

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TUCSON, ARIZONA.—The total enrollment in the Tucson schools for the year 1922-23 was 5789. The total enrollment for this year will exceed that number by about 600. We anticipate a corresponding increase for the school year 1924-25. Our work has been carried on this year under very crowded conditions. We have been compelled to put three or four rooms on half time, and in the high school a number of classes have recited during the noon hour. However, we have a new \$750,000 high school building under construction. This will accommodate 1500 pupils and will be ready for occupancy at the opening of the next school year. Our seating capacity for the coming year will be increased by about 1100. Our annual expenditure for school apparatus, equipment and supplies is about \$8500.

C. E. ROSE,
Superintendent of Schools.

SACRAMENTO, CALIFORNIA.—The estimated increase from 1924-25 is 800. We are just finishing a building program of \$5,000,000, completely rebuilding our department. We are still behind, as we are rapidly growing. We take care of the overflow in our temporary structures, of which we have some 100, either in use or ready for use. Our school building program for 1924-1925 will be mostly devoted to the junior college. We vote on a \$550,000 bond issue for a site and buildings on May 17. We spent last year for apparatus, equipment and supplies \$41,403.82.

CHAS. C. HUGHES,
Superintendent of Schools.

CLEVELAND, OHIO.—Our enrollment growth for 1923-24 was 4,543; the estimated growth for 1924-25 is 5000. Our school building program for the next four years will provide building space at a rate of about 15% in excess of growth. Should it be possible to fund this program, we would be in a very desirable position of actually overtaking our desires now expressed in portable buildings and relay classes. Our building program for 1924-25 does not at present contemplate any actual new structures. None in fact have been planned this last year, and we are at the present left in the position of completing our existing program of \$24,000,000, at approximately the same rate as the school growth. Unless our new building program is started within the year 1924, the city will be in the position of dropping still further behind its needs. The

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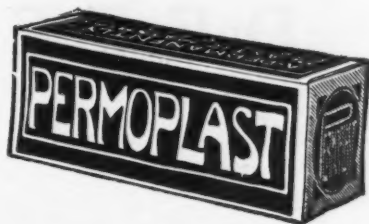
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program for 1924-25, as set up, contemplates the acquisition of school sites costing \$1,200,000; the erection of school buildings costing \$4,500,000, and the purchase of equipment costing \$250,000. The number of rooms in this year's building program will approximate 208.

This will care for some 8500 pupils.

No money is now available for our future program of \$20,000,000 required for building. This community is loath to increase our bonded indebtedness, both for city and school system and a real problem confronts our board in

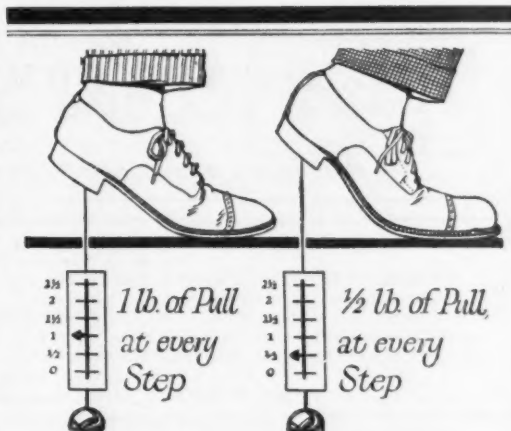
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securing the voters' consent to supplying funds through taxation. It is possible that some additional revenue will be had through an increase in assessed valuation, but this will probably be no more than is required for maintenance of increasing school plan. The supplying of our existing system, exclusive of new building costs about \$155,000 annually, equipment maintenance \$90,000, and new equipment \$60,000.

W. D. JONES,
Department Director.

SEATTLE, WASHINGTON.—It is hardly to be expected that any community could make the kind of growth that Seattle has made, springing in seventy years from the veriest primeval forest to a city of a third of a million people, without experiencing some "growing pains." Of these, the schools have had their share. More teachers, more books and supplies, and more buildings have continually been necessary. So far the school authorities have been able to meet these needs fairly well. At no time have school conditions reached a stage of serious distress. A few figures may serve to exemplify the problems of growth. Seattle at present (March, 1924) enrolls 40,000 boys and girls in the elementary schools and 12,340 in the high schools. In 1904, twenty years ago, these figures were 15,770 and 1125 respectively. To furnish these pupils with free textbooks, stationery, and other necessary supplies and equipment required, last year, an outlay of \$159,145.53. The work of instruction requires 1542 teachers. Twenty years ago the total teaching staff consisted of 383 persons, which is less than that of the high schools today.

To say that high school enrollment has grown out of all proportion to other enrollments is to state a nation wide condition. Nevertheless this statement applies to Seattle with particular force. It is only twenty-two years since Seattle's first high school building was erected. During these twenty-two years, the elementary school enrollment and the population of the city have each tripled, roughly speaking. Yet there are now thirteen times the number of high school students that there were in 1902. Today more than twenty-four per cent of the school attendance is in the high schools. This condition necessarily has its influence upon the building situation. Seattle completed in September, 1923, a building program involving a bond issue of \$4,500,-



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000. From this were provided two high schools with a total capacity of 3000 students and several additions to elementary schools. Work is now going forward upon a new program amounting to approximately \$725,000 which was authorized by the voters as a special tax levy in May, 1923. This program calls for a sixteen room addition to one high school, two nine-room elementary school units, one nine-room addition to an elementary school, and the first unit of an intermediate school.

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THOMAS R. COLE,
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SAN DIEGO, CALIFORNIA.—At the present time we are building in the city district of San Diego, The Woodrow Wilson Junior High School on a nine-acre plot of land in the north-eastern part of the city. This school will cost about \$300,000, and will take care of about 1000 pupils. We are also building a junior-senior high school, costing about \$235,000 on Point Loma, perhaps the finest school site in the world. It will take care of 700 or 800 pupils. We are also doubling the size of the La Jolla Junior-Senior High School, building an auditorium seating between 600 and 700 pupils, and completing the different departments of the school, the total cost to be about \$110,000. New additions to a number of elementary schools, incurring an expense of \$400,000, will be made during the summer and next year. Also a new elementary school will be built, costing about \$120,000. At the San Diego Senior High School, the city is building a fine auditorium that will seat 2500 pupils. The increase in our school population during the last year was

approximately 2000. Some of the building program is provided to take care of the present crowded conditions. The total amount of money from our bond issue and other funds will be approximately \$1,300,000.

H. C. JOHNSON,
 Superintendent of Schools.

WILMINGTON, DELAWARE. — There is now under construction the first of a series of buildings arranged for. This building will cost \$600,000, and will be presented as a gift to the city by Mr. Pierre C. duPont through the Delaware School Auxiliary. This offer was made on condition that the City Council authorize bonds for the erection of two additional buildings at a cost of \$500,000 each. Plans are nearing completion for the first of these two buildings, and for the second of the two authorized under the bond issue, requirements having been submitted to the building organization for plans. The City Council issued bonds for \$1,200,000 to meet the requirements

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for the two \$500,000 buildings, and to provide funds for the purchase of sites. The Delaware Auxiliary, representing Mr. duPont, will also pay the cost of the engineering, architectural and clerical work in the construction of those two buildings. The total expenditure for the three buildings will be approximately \$2,000,000, about \$800,000 of which will be furnished by Mr. duPont as a gift to the city. These are all elementary schools. The program of the Board of Public Education includes elementary schools and junior high schools sufficient to accommodate the entire school system, and ultimately to replace all existing buildings. A new senior high school will probably be the last or near the last of the contemplated buildings. The program is planned to cover a period of eight or ten years, dependent, of course, upon the willingness of taxpayers to meet the required expense. Our annual expenditure for school apparatus, equipment and supplies is approximately \$61,000.

DAVID A. WARD,
Superintendent of Schools.

RICHMOND, VIRGINIA. — We have just finished several new buildings that were paid for out of a bond issue of \$1,500,000. At this time we have no money in sight for other buildings. We are presenting to the Council at an early date our needs for the next ten years, and the total amount needed for that period will be something over \$4,000,000. Our increase in enrollment is about 1000 each year. As in other places, the increase in the high schools is larger than anywhere else in the system.

A. H. HILL,
Superintendent of Schools.

OMAHA, NEBRASKA.—The increase in enrollment in our city schools for the year 1923-24 will probably be about 1300. The cost of equipment, etc., last year was \$397,239.78. This was unusual because of the opening of the new Technical High School. We are just now completing two new high schools. One at a cost of \$3,500,000, and the other \$800,000. We shall soon build an addition to another one of our high schools which will cost about \$500,000. It will be necessary for us to formulate a new building program some time during the school year of 1924-25. The cost to the district will be from three to four million dollars. It has been necessary, in the last seven years, to

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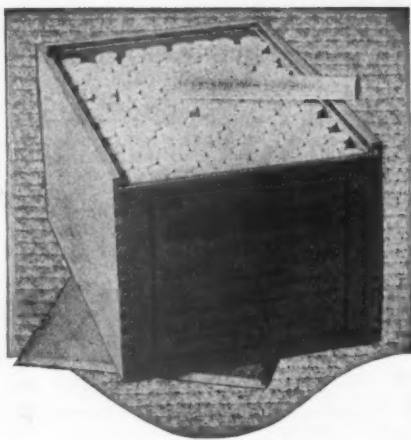
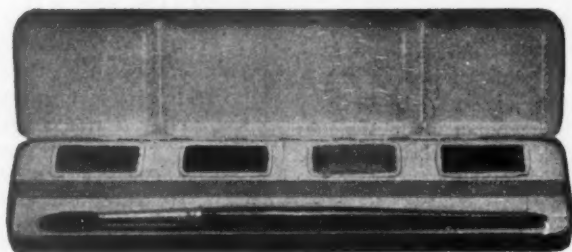
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J. H. BEVERIDGE,
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SALT LAKE CITY.—Our city has a population of approximately 130,000 people. Its school population, six to eighteen years of age, is 32,000, or about one-fourth of the total population. The normal growth of the city as shown during several years past adds approximately 1000 children to the school enrollment which requires at least one large additional school building per year. Since the school board has just completed a rather extensive building program involving the expenditure of nearly \$3,000,000, the program for 1924-1925 will consist only of two small additions to elementary schools. One addition of six school rooms and the other of fourteen. The whole school building situation in Salt Lake City is generally satisfactory. However, in the near future it will be necessary to make large additions to our seven junior high school plants. Our budget for school apparatus and supplies will be approximately \$100,000.

G. N. CHILD,
Superintendent of Schools.

SAN BERNARDINO, CALIFORNIA.— Since 1920 the city of San Bernardino has grown in population approximately 75%. A similar growth has taken place in school enrollment, the enrollment in 1920 being 4661 as compared with our present enrollment of 8042. This large increase in the number of children who must be provided for has made necessary an extensive school building program. A quarter of a million dollars was expended in erecting elementary school buildings in the year 1920. It was thought at that time that the buildings erected would amply take care of the needs for some years to come. However, such is not the case and in January, 1923, \$140,000 more was voted and two more elementary schools have been built. Inasmuch as the high school district embraces considerable territory it was deemed advisable to establish two branch junior high schools outside of the city and erect one within the city. Consequently a bond issue for \$300,000 was passed by the voters on December 7, 1923. The central junior high school is to be erected during the present year and will be open for use about January 1, 1925. It is to be built upon the Spanish Mission style



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of architecture in the form of a U with the open side facing the front, with an open court in the center. The building will be a two-story structure with approximately forty rooms. When completed it will include an auditorium capable of seating 1200 pupils, a library room with a seating capacity of 200, an oral English club and debating room with a seating capacity of 100, special rooms for science, domestic science, art, and music, and regular standard class rooms. Only a part of the structure is to be built out of the present bond issue, and when completed, with equipment, it will cost approximately one-half million dollars.

C. R. HOLBROOK,
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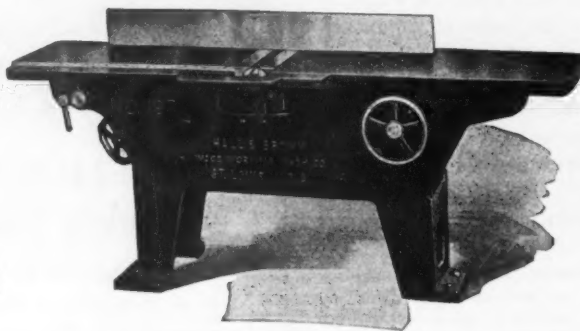
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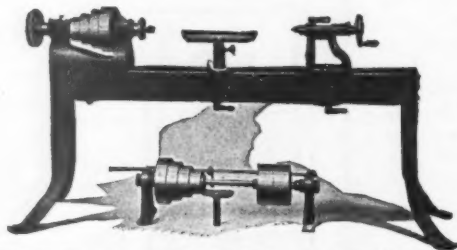
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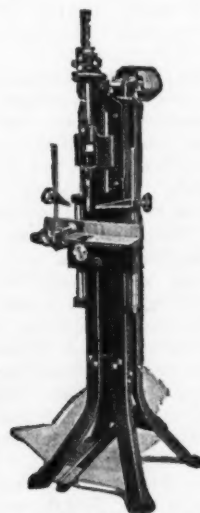
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THE SCHOOL PLAYGROUND AND ITS EQUIPMENT

(Continued from page 394)

should be removed as far as possible from the building and the small children's playground.

Sand boxes are an important part of the equipment of every school playground. The sand box or bin should be placed in the shade of a building or under a tree, or it may have a canvas cover. Swings and slides are among the popular pieces of apparatus. The giant stride offers opportunity for considerable exercise, and gymnastic equipment such as parallel bars may be included.

Game Supplies and Game Courts — While apparatus has its place on the playground, its educational value is not as great as that which comes from baseball, volley ball, basketball and similar vigorous games. Of great importance, therefore, are game supplies such as basket balls, volley balls and nets, baseballs, soccer-footballs, tennis balls and racquets. Much of the work of laying-out the courts can be done by the boys themselves, and in the manual training department some of the more simple apparatus can be made.

It is important that space shall be set aside for free play, folk dancing, singing games and all the group games and activities which are so valuable a part of the school playground program.

Leadership

Space and equipment do not constitute a playground, and without the vitalizing element of leadership the playground will be valueless. In increasing numbers schools are providing this leadership through trained play leaders. Classroom teachers, too, are receiving training which will help them serve as play leaders. In many cities where there are municipal recreation departments leadership at the school playground is provided through this department. Whatever the plan of leadership, the teacher who wishes to have a closer contact with her pupils through their play life will equip herself with the information which will fit her to assume leadership in the children's play hours.

The American Book Company announces that Mr. George W. Haney has become associated with their work, in Southern California. Mr. Haney is a graduate of Ohio University, with master's degree from the University of California. His headquarters will be in Los Angeles.

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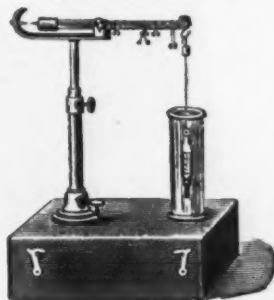
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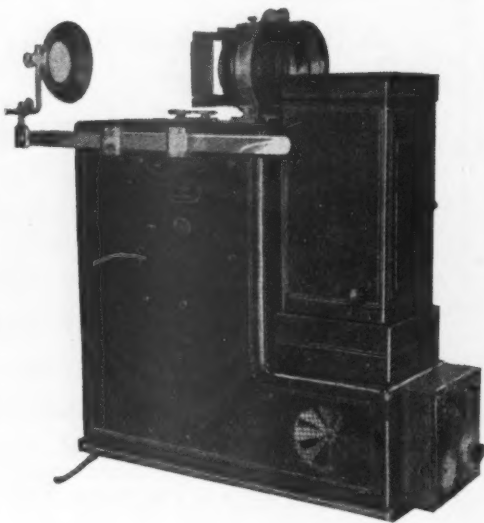
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EQUIPMENT FOR VISUAL INSTRUCTION

(Continued from page 398)

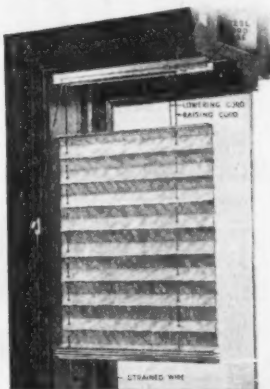
vides an atmosphere and a concrete approach to the problems under discussion. Although maps and globes are supplied in all schools, they are much less used than they should be. Teachers should have the children speak the language of the map and the globe and interpret the message which they provide.

In addition to the above materials which are available in greater or less quantities to every teacher, in any school any place, an equipment of stereographs should be installed. The collection which has been most carefully worked out for classroom use is the Keystone Six Hundred Set. This set with a sufficient supply of stereoscopes will enable any teacher who will use it to add much in concreteness in teaching the work in history, literature, geography, nature study, science, and the like. If possible, the equipment thus far suggested should be supplemented with some sort of projection apparatus in which slides and pictures may be used for throwing the same upon the screen. This device has the advantage of enabling the teacher to center the attention of the entire class upon the topic under study. When possible to find suitable films the foregoing equipment may be supplemented by such films but their use is very limited.

The second point to be emphasized is—that each kind of visual material should be used when there is need for it. It should not be used as entertainment nor should it be brought into the lesson just because it is “the fashion” to use visual materials. Education best takes place when the children of the class are seeking to answer vital questions, solve important problems, remove outstanding difficulties and obstacles and supply needs. The schools’ work is to bring help in doing these things. This help is to be had from the regular textbooks, from the libraries, from magazines, from excursions to places of interest and importance, from discussions with mature people, at home and elsewhere, and from visual materials. It is from the standpoint that visual materials

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supply one kind of help and one approach in teaching that they ought to be used. They are very effective in making concrete and definite what the children are trying to understand. In many ways, they economize the time necessary to grasp a point. The thing to be guarded against, however, is a large amount of visual material which is not used in the intimate, fundamental ways which make possible interpretation and understanding of the ideas which the children are endeavoring to master.

Spanish by Radio is a new feature of Station KGO (312 meters) Oakland, California, General Electric Company. The teacher is Professor Oscar Galeno, author of the Galeno Natural Method of Spanish, published by the Gregg Publishing Company. He is best known as a highly successful exponent of the direct method of language instruction.

The course is free and began May 5th. The lessons are given every Monday evening at 8:20 p. m., Pacific Time.

Glacier National Park in the Montana Rockies is one of America's foremost summer playgrounds. It is a place where one may enjoy to fullness the fascinations of the Rocky Mountains. Here the Montana Rockies—wondrously sculptured by glaciers of the long ago—are gorgeously colored above the timberline by strata of red and green argillite and yellow limestone. They rise to two miles above sea level and bear the Continental Divide—outspread from the Great Northern Railway's transcontinental main line and Glacier Park Station northward to the Canadian border, and from Glacier Park Station westward to the Flathead River.

Through sleeping car service is available from Chicago, St. Paul, Minneapolis, Kansas City, Spokane, Seattle, Tacoma, Portland and intermediate points via Burlington-Great Northern Railway. The Glacier Park Hotel Company, under concession from the United States Government, Department of the Interior, has built and operates several hotels and chalets in the Park.

"The charm of Glacier National Park," declares Robert Sterling Yard, Executive Secretary, National Parks Association, "is so elusive that though saturated with it, though any chance mention of the place brings it surging back like a dream of half forgotten youth, it is altogether impossible to clearly define."

"Like other high mountain regions, Glacier National Park consists of mountains, valleys, glaciers, lakes, and rivers set off with thrifty evergreen forests and brightened by gay, variegated reaches of ever-changing wild flowers."

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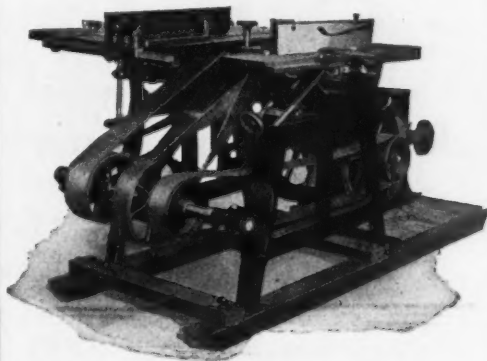
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P. T. A. STATE ACTIVITIES

(Continued from page 399)

and personal effort, to reestablish the youth in his community. Santa Ana is extremely proud of its 24-hour school, where children are taught how to live, and are removed from bad environment. This department, and our legislative department have urged study of school laws in regard to part time education and school attendance. Our Child Labor committees have urged greater effort in aiding authorities to keep minors from service not lawful.

Training Mothers

Many interesting programs have been given by our thrift chairman, urging the necessity for money saving, but also the need to be thrifty in effort and time. We urge a study of household buying and values, and also of labor saving devices and greater efficiency in home duties. P. T. A. emphasizes the need for mothers to make careful study of how to best conserve their strength. A mother too tired, from useless scrubbing, to devote herself to her family in a "home circle" hour, has missed a great opportunity for establishing more deeply the love of home in the hearts of her family.

Rural P. T. A.'s

We are planning next year to devote considerable time to the establishment of more rural P. T. A.'s. We know that rural schools need greater facilities. Our associations may help to bring in farm communities many of the educational advantages that these children need and have not.

Taken as a year's work, our state organization has reason to be proud of its wonderful membership, its many achievements and its keener interest in study. Our members have been unselfish in their devotion to the cause of childhood, a cause not bounded by local limitations but extending to a large national group of over 650,000 men and women. The record is one to be proud of. We thank individually and collectively those who have served so devotedly.

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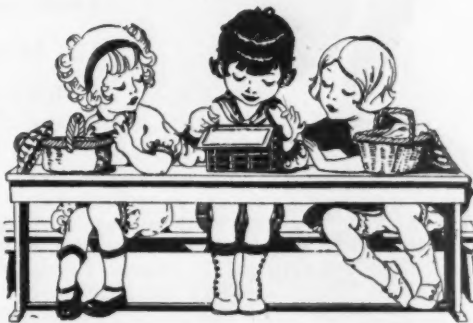
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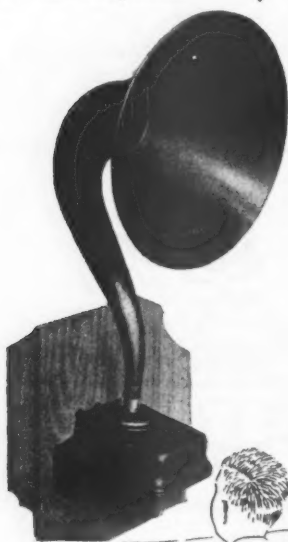
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HIGH SCHOOL PRINCIPALS' CONVENTION

(Continued from page 400)

tion education. Group II discussed junior high schools. Group III analyzed the problems confronting junior colleges. Group IV surveyed current matters in commercial education.

The sections also were grouped on the basis of enrollment—Group (1) comprising schools of more than 500; Group (2) schools enrolling from 100 to 500; and Group (3) schools enrolling less than 100. By means of these qualitative and quantitative groupings, every principal was enabled to hear and to actively participate in the discussions in which he or she was most vitally interested.

An excellent and delightful program of music interspersed the formal addresses and business. Numbers were provided by F. V. Liotta, Vice Principal, Lincoln; James T. Preston, Berkeley; Milton Watson, San Jose State Teachers College; Miss Hornaday, Santa Cruz; Mr. and Mrs. A. N. Mellor, Santa Cruz; Forrest V. Routt, Alhambra; Happy Isles Quartet (consisting of Roy Learned, Forrest V. Routt, Geo. A. Bond, Maurice Rowell); Otto Kuhnitz, Santa Cruz; Mrs. Kate Wheelock, Santa Cruz; Santa Cruz Rotary Band; Santa Cruz High School Orchestra; California Jubilee Quartet.

In the evening program were "Chronicles of America," being excellent motion-picture dramatizations of the stories of Columbus, Jamestown, Daniel Boone, Peter Stuyvesant, Wolfe and Montcalm.

The High School Principals' Association held a brief business session at the conclusion of the Convention, Friday morning, April 18th.

V. MacC.

Printing as a subject of study in the schools is gaining ground in three ways: 1. As a Manual Arts subject ranking with such subjects as Manual Training and Domestic Science; 2. In prevocational training; 3. In vocational training. As a Manual Arts subject, printing is proving to be especially helpful in securing better results with classes in language, spelling, drawing, mathematics and even science. It is being introduced into many Junior High Schools both for educational and vocational value. In the Lincoln School of Teachers' College, Columbia University, the shops provide for printing, woodworking, sheet metal work, forge work and electric work. One of the best courses of study in printing is the one prepared by Frank K. Phillips, American Type Founders Company, Jersey City, N. J. Copies may be secured by writing to Mr. Phillips.



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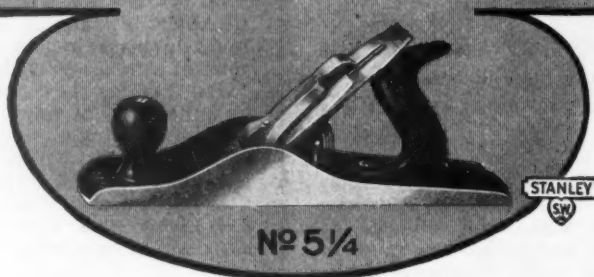
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CALIFORNIA LIBRARIANS

(Continued from page 401)

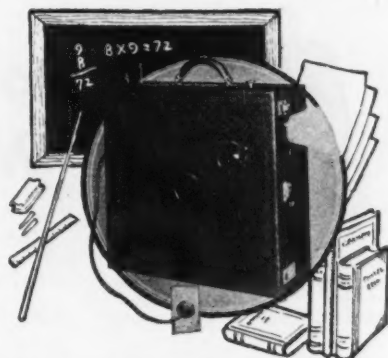
refreshments under a fig tree in a Spanish garden by young women in colorful Spanish costume, and even, through the cooperation of Vroman's and an enterprising publisher, presented with a new and desirable book.

April 28-30 had been devoted to programs of interest to all librarians; May 1 was County Library Day to which all librarians were invited. This newer branch of library service felt that it required a full day to consider its many and diversified problems. A roll call of the county librarians present gave an opportunity to present a brief summary of projects undertaken during the past year, and was quite enough to dispel any illusion that county library work is monotonous, stereotyped or uninspiring. Miss Anne Hadden's "Monterey Film," an episode in the day's work of a county librarian, shown the preceding evening, was further confirmation of this statement.

The program was highly varied: "Temporary Bookshops," by Mrs. Julia G. Babcock; "Visiting Instructor in Book Mending," by Miss Mary Barmby; "New Books for the Teachers' Library," by Miss Sarah McCardle; "A New Assistant's Experience with School Work," by Miss Margaret Smith; "A County Librarian's Work with a State Prison," by Miss Cornelia D. Provines, are some of the topics which rounded out the best day in the history of the County Library Association. Certainly the prospect ahead is inspiring. Much remains to be done; but the will and the knowledge to do are abundantly present.

The **Second Reader** of the Silent Reader Series, published by The John C. Winston Company, will be ready May 17th. The **First Reader** will be out June 1st. The unique interleaved Teachers' Manuals for the First and Second Readers are in preparation. The Silent Readers are beautifully illustrated in four colors.

It will be welcome news to teachers and superintendents that they will soon be able to order their Prang Drawing, Art and Handwork supplies from San Francisco. The Prang Company announces that it has made arrangements to carry a general stock of its products in San Francisco so prompt shipment can be made to points on the coast. This is in line with the policy of the new management to give their customers efficient service. All Prang products can be ordered of The Prang Company, 149 New Montgomery Street, in care of the California School Book Depository. This makes it possible for teachers to order their drawing and art supplies with their regular school books.



PART OF YOUR EQUIPMENT

Just as the blackboard serves to explain a difficult thought or problem, so the motion picture today is being used in schools, the country over to graphically illustrate lessons in geography, history, literature, science, etc.

In San Francisco 92 DeVrys are playing an active part in the regular school program, some schools having as many as four machines to fill their needs.

Your school, too, should be equipped with a DeVry—the standard portable motion picture projector that will give lasting satisfaction—day in and day out, for years to come.

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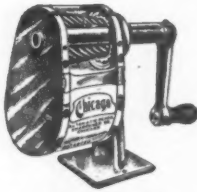
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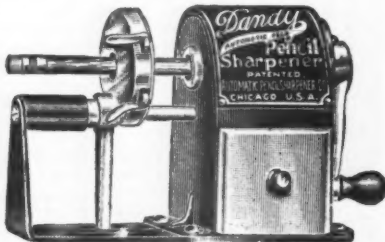
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Best hand-feed sharpener made. Sharpens all sizes of pencils and crayons. Will produce fine, medium or blunt point. A popular school model.

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*All Leading School Supply Dealers
Carry The Apsco Line.*

THE APSCO LINE of Pencil Sharpeners

QUINQUENNIAL CONVENTION

(Continued from page 403)

portant meeting of women ever held anywhere in the world.

Among the important questions coming before the Council for discussion are International Peace and Arbitration, Education, Child Welfare, Emigration and Immigration, Equal Moral Standards, Industrial Conditions, Public Health and the Legal Position of Women.

Mrs. Philip North Moore, the National President of the Council, has appointed Mrs. M. C. Schloss of San Francisco, chairman for organization in California. She is asking the Presidents of all affiliating organizations in the state to serve with her on a State Committee to give publicity to the coming Quinquennial and to get a large delegation of California women to the conference.

C. F. Weber & Company is one of the largest school supply and equipment distributors of the Pacific Coast. The headquarters of the company are in San Francisco in their own building at the corner of Mission and Second Streets. The Company has a branch in Los Angeles with C. W. Callender in charge. The two houses cover the whole of California, Arizona and Nevada in supplying the needs of the schools along the line of supplies and equipment. The company also has a large export business principally with the Hawaiian Islands and Mexico. In three large warehouses near the railroad terminal in San Francisco, large stocks of goods are carried to meet any emergency in giving quick service.

The principal lines handled by the company are: school furniture and supplies, church and lodge furniture, office furniture and supplies, opera house seating, court house and public hall equipment, restaurant and lunch counter equipment and bank furniture. A special department handles heating and ventilating equipment, heaters, toilets, drinking fountains, playground apparatus and gymnasium equipment. The company takes a special pride in its policy of "Everything for the Schools." J. W. Ficke, President of the company is Past President of the National School Supply Association. He has always been a leader in the new competition of "Quality and Service," holding that no business can be successful without satisfied customers.

Mrs. Frances Effinger-Raymond, Pacific Coast and Orient Manager, The Gregg Publishing Company, with offices in San Francisco, is in the East, visiting the New York, Boston and Chicago offices of the Company. Mrs. Raymond was associated with Mr. Gregg, the President, and Mr. SoRelle, the Vice President, prior to the organization of the Company, when all three of them taught in the Gregg School, Chicago.



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The Jones Book Store, Inc., Los Angeles, is now celebrating its one-third of a century of book, stationery and school supply service. This institution was founded as a book store. Through business evolution it was a natural step from books to school books, from school books to school supplies and school equipment. Unlike many other houses it has never forsaken its original lines. These have been maintained and strengthened while new departments have been added. Today it is recognized as one of the better book stores in the United States. With the introduction of the kindergarten as an integral part of our educational system a complete line of kindergarten and home occupational materials were incorporated into the stock. This department is unique. There is nothing like it on the coast. Here teachers and mothers find their wants supplied with material for hand work that amuses, entertains and interests.

Mechanical devices win the confidence of the public only when efficiency has been built into them. Ten years ago the vacuum cleaner was looked upon as a nuisance, a snare and a delusion, by housewives. Today, although some few women cling to the belief that it does not clean thoroughly, nine out of ten women regard the vacuum cleaner as indispensable and wonder how they ever got along without it. What has been done for the vacuum cleaner has been done for the mechanical eraser cleaner by the James Lynn Company, 14 East Jackson Boulevard, Chicago. With a motor adapted to any current, with a plug suited to any socket, the Little Giant is living up to the guarantee of its maker "to clean blackboard erasers to your entire satisfaction or money refunded." The Little Giant is coming to be looked upon by school people as indispensable.

California's share of the royalties from oil production under the federal leasing act, according to Will C. Wood, Superintendent of Public Instruction, and State Controller Riley, is \$247,152.06. This money is credited by law to the State Junior College fund and is used to assist junior college districts in financing their work. The amount is distributed by the Superintendent of Public Instruction on the basis of \$2000 for each junior college and \$100 per unit of attendance. Any money left over goes to the state elementary fund.

The amount received from the federal government for this purpose last year was \$695,344.90 so that the present payment represents a reduction of \$448,192.84, resulting chiefly from smaller production of oil on the federal reserve lands.

According to A. R. Heron, Assistant Superintendent of Public Instruction, the amount now received will probably be sufficient to cover the entire junior college apportionment of the state next year but if the average daily attendance in junior colleges increases, it will be impossible to meet the apportionments fixed by the present law unless the proceeds of the federal oil royalties are larger in the future than during the present year. Heron explained that no

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LEE F. RANDOLPH, Director

state funds are used for the aid of junior colleges but seven colleges have been organized under the present law depending upon the aid from the federal oil royalty and if federal royalties prove insufficient to meet the apportionments promised to the junior colleges, the latter will be faced with a serious problem. It will be necessary for them either to increase the local funds provided for junior colleges or to ask for state aid for the junior colleges.

"It is generally believed," said Heron, "that the state furnishes assistance to the junior college districts and the amount distributed by the state for that purpose has been added to the state educational provisions but up to this time no state funds whatever have been given to the junior college districts."

Pacific Palisades Summer Schools and Assembly. July 7 to Aug. 17. "The Chautauqua of the Pacific." This institution offers many

summer school courses, in addition to a splendid program of lectures, music, etc. John J. Tigert, U. S. Commission of Education; Vachel Lindsay, the poet; Edward T. Devine, noted sociologist; Lawrence Tibbett of the Metropolitan Opera Co., are among some of the leading attractions.

The Pacific Palisades, near Los Angeles, have a beautiful nature back ground, combining sea, canyons, and mountains. There is an excellent athletic field. For information regarding accommodations apply to William H. Carter, Business Manager, Palisades Station, Los Angeles, Calif. For information regarding program and summer schools apply to Oren B. Waite, Educational Director, 1047 South Hill St., Los Angeles, Calif.

The Ideal Ventilator, manufactured by the Ideal Ventilator Company, Providence, R. I., is especially adapted for school, office or home use. "Plenty of fresh air without draughts," is the keynote of the Ideal.

A "Pictured Newspaper" for children! What a novel and attractive adventure! We have plenty of children's magazines which contain chiefly fiction, but this is the first attempt in the United States, so far as we know, to present for children the most important items of current news in newspaper form. This new publication, "Compton's Pictured Newspaper," published by the same house that puts out Compton's Pictured Encyclopedia, should solve for many teachers the problem of choosing a current events text. The first issue contains concise treatments of such topics as the new immigration bills, the proposed Colorado River improvements, the Dawes report, the elections in Italy, the round-the-world airplane flight, flight of Turkish women for suffrage, the Isle of Pines treaty and the Melmel award — all of which should be most valuable for the study of current events in schools. There are a number of other striking articles on various subjects, including the salvaging of twenty-five million dollars worth of treasure from the sunken steamship "Laurentic," the strange reptile life of the Galapagos Islands, the harnessing of volcanic power in Italy, the new gyro-steerer for steamships, the Rice exploring expedition in the Amazon basin, and the life of Michael Pupin.

An entire page is devoted to nature study with some remarkable motion picture photographs of ants and a "Nature Scouts' Calendar" which points out some of the many interesting things to be seen out-of-doors this month. Another page, headed "Some Red-Letter Days in the Month of May," takes up some of the most important anniversaries, including the Huguenot-Walloon tercentenary, Audubon's birthday, the first telegraph message, and the origin of Memorial Day. Dr. Wilfred H. Osgood, of the Field Museum of Natural History, supplies a most instructive account of a trip through Chile in quest of rare animals.

All the articles are written in a simple but dramatic style that should capture the interest of the wide-awake child. The format is attractive, combining the best features of newspaper and magazine make-up.

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Santa Barbara County recently closed an unusually successful Music Memory Contest. This included all schools in the county with two rooms or over, grades five to eight, inclusive, except those in Santa Barbara City. Miss Florence Dow, County Supervisor of Music, reports the widespread interest which was manifested in the contest. Miss Donzella Cross stated that the children turned in the highest percent. of perfect and nearly-perfect papers, according to number present, of any contest she had ever attended.

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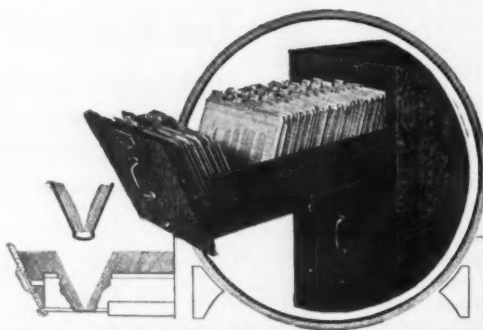
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San Jose State Teachers College Summer Session, June 23 to August 1. The San Jose State Teachers College occupies a series of beautiful buildings located in the center of a fully matured park of twenty-six acres. This park is in the heart of the San Jose district, which has a population of about seventy thousand people.

Fifty miles northwest, by paved highways, lies San Francisco, Oakland, Alameda, and Berkeley, the site of the University of California. The Bay of San Francisco extends southeast to within five or six miles of San Jose.

It is the desire of the faculty of the Teachers College that the students combine recreation and study during their six weeks at the summer session. In order that the best opportunities may be offered for such recreation, a committee of the faculty will organize a program of week-end excursions and picnics.

Among the subjects of instruction to be offered this summer may be noted: Geography, Home Making, Lunch Room Management, Manual Training, Music, Nature Study for Elementary Schools, Physical Education and Recreation, Science, Social Science, Agriculture for Elementary Schools, Americanization, Art and Design, Dramatics, Education.

There is no dormitory. Room and board may be obtained in private families at from \$30 to \$45 per month. Housekeeping rooms may be secured at \$15 per month and up. Rooms without board are \$10 and up.

The Parent-Teacher Association of the Training School, in cooperation with the Home Making Department of the San Jose State Teachers College, will operate a cafeteria for the benefit of students.

For catalog, address the Secretary, State Teachers College, San Jose.

New forms have been shipped to county superintendents of schools from the office of the Superintendent of Public Instruction for the submission of the annual reports required by law. The report this year is supplied in the form of a loose leaf volume containing four separate smaller volumes which cover respectively the kindergarten, elementary and high school reports and a general report.

The forms contain forty-seven pages, thirty-six paragraphs of instructions and nearly two

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Say you saw it in the Sierra Educational News

hundred separate questions, all relating to information which must be collected by the Superintendent of Public Instruction.

According to A. R. Heron, Assistant Superintendent of Public Instruction, it is believed that the new form of blanks will make possible the securing of the annual reports from county superintendents several weeks earlier than in the past. The separate volumes will make it possible for a number of persons at one time to be engaged in preparing the reports.

On the basis of these reports, the office of the Superintendent of Public Instruction will distribute to the counties the share of state aid for elementary and high schools to which each county is entitled under the provisions of Constitutional Amendment Sixteen. The amount of such funds distributed for 1923-1924 was over \$18,400,000, and with the increase in school attendance it is likely that the amount for the coming year will reach \$20,000,000.

Effective Fire Prevention Agencies is the title of a practical and inspiring article by Ernest C. Folsom, President of the Teachers' Casualty Underwriters, in a recent issue of the magazine, "Fire Protection." Mr. Folsom interestingly describes the ways in which the Boy Scouts of Lincoln, Nebraska, cooperate with the local fire departments. Mr. Folsom is Chairman of the Fire Prevention Committee of the Lincoln Chamber of Commerce.

"School building programs have been neglected in most American cities. It is just as possible to anticipate school needs upon the part of the city as it is for the telephone company, by the laying of conduits and the buying of sites for exchanges, to anticipate the needs of the community for the service which they have to offer."

GEORGE D. STRAYER,
Teachers' College, Columbia University.

The Luther O. Draper Shade Company, of Spiceland, Indiana, manufacturers of adjustable window shades, received the highest award at the centennial exposition conducted by the Brazilian government. Mr. Draper has received the gold medal awarded the winning exhibitor, and also the diploma certificate. This is an admitted honor for the Spiceland industry. The Draper adjustable shade is easily controlled, so that any portion of the window may be shaded. It is used in many of the modern school buildings and office structures not only in the United States but in foreign countries. In addition to being more sturdily built and more serviceable than ordinary shades, it is controlled by means of a gravity hook and a roller which simply cannot "run away."

The Adoption of Visual Instruction in the schools of California, through the past few years has made slow but very steady progress, for boards of trustees and boards of education did not fully realize the advantages to be gained through the use of educational film



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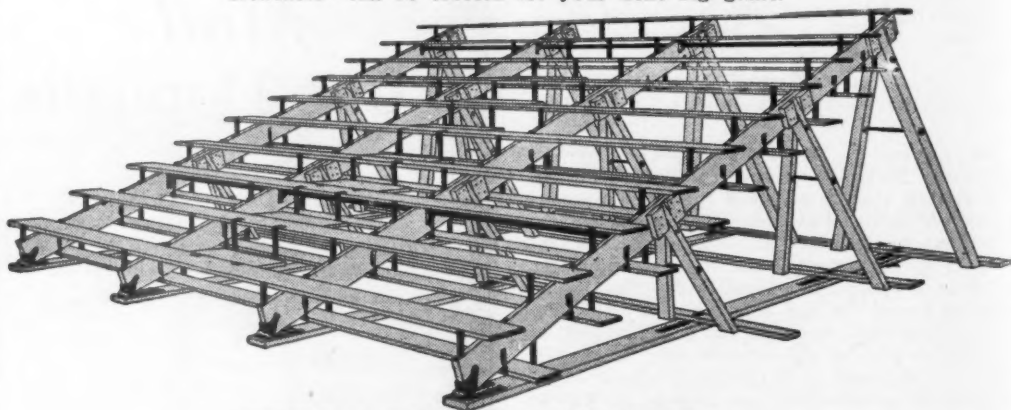
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both in the class room and in the auditorium. The University of California now have an excellent library and it is improving from day to day, and it is through this library that the schools of the state are having access to available films, at a rental price which is more than reasonable.

The growth of visual instruction has been greatly aided by the use of the DeVry Motion Picture Projector, for this machine is not only simple to operate and can be used not only in the classroom but also in the auditorium, but it gives projection of professional quality equal to that shown in our best theatres. There are now about 75 high schools and 250 grammar schools and miscellaneous schools using the DeVry Projector, and the Atlas Educational Film Company, which is distributing this machine in the State of California, maintains a Bureau of Film Information at 810 Market Street, San Francisco, the services of which are without charge and greatly assist the schools in making a complete success of their visual instruction work.

The California State Commission of Credentials has recently sent out the following notice to City and County Superintendents:

Please be advised that at the meeting of the California State Board of Education on April 4, 1924, the following resolutions relating to certification were passed:

1. That for the credential for teaching home nursing six units in education, including four units in practice teaching, shall be required.

2. That individuals who have received full training in foreign institutions be required to take six units of college work which shall include two units in United States history and two units in geography, and that verification as to character and personal qualifications to teach shall be required.

3. That applicants for credentials who fail to complete their applications within ninety days after filing be denied credentials.

4. That teacher-training work in junior colleges be recognized only where the work is being offered to teachers in service, and that the training of student teachers in junior colleges be prohibited.

Otis Art Institute Summer Session. Classes are in session throughout the year and students may enter at any time. The summer out-of-doors classes begin July first. The Institute is a School of Fine and Applied Art, maintained by the County of Los Angeles as a Department of the Los Angeles Museum.

The courses include: First Year General Art Course, Portrait and Figure Painting, Sculpture and Clay Modeling, Commercial Design, Interior Decoration and Stagecraft, Costume Design and Fashion Drawing, Illustration and Mural Design, Applied Design and Craftwork, Landscape Painting. For catalogue, address The Director, Otis Art Institute, 2401 Wilshire Boulevard, Los Angeles.

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Say you saw it in the Sierra Educational News

School boards everywhere are now recognizing the importance of assuring pupils sharp-pointed pencils which facilitate ease in transferring to paper the various thoughts and knowledge to be expressed. The stubby, blunt-pointed pencil which has so hindered advancement in general education, and particularly writing, is now being rapidly eliminated by the inexpensive installation of pencil sharpeners. For many years boards of education neglected this part of equipment and where a pencil was required the teachers themselves purchased it or a collection was taken up among the children to pay for the same. This, however, is also a thing of the past and school boards now include pencil sharpeners when making up their budget for supplies. Thus the old fashioned, dangerous knife is no longer used in sharpening pencils; pencil sharpening is easily, quickly and efficiently done; and pupils provided with sharp-pointed pencils writing easily and with no forcing or cramping of hand during the pupil's formative years.

A State Art Conference was called by the California State Board of Education and held at the San Francisco Museum of Art, May 8, 9 and 10. The chairmen included Mrs. Agnes Ray, Mr. Nicholas Ricciardi, Mr. S. D. Merk, Miss Mae Gearhart, Miss Emma McCall. The program consisted of many excellent addresses, business meeting, group round tables, and exhibits of art work from the artistic industries and schools.

San Francisco's Fourth Annual Music Week was celebrated May 11th to May 14th. The Executive Committee comprised: President Calvin Coolidge, Honorary Chairman, National Music Week; Chester W. Rosekrans, Director of Activities; Mayor James Rolph, Jr., Honorary Chairman; Hon. J. Emmet Hayden, Chairman; Wm. H. Crocker, Treasurer; Mrs. H. Roy Stovel, Secretary; Henry L. Mayer, Honorary Chairman; Geo. R. Hughes, Vice Chairman; Thos. F. Boyle, Auditor; James J. Black; Shirley Walker; A. W. Widenham.

The marvelous feast of musical concerts and events was under the auspices of the San Francisco Community Service Recreation League. Of special note were the sacred concerts, organ recitals, music of all nations, massed band concert, California Federation of Musical Clubs, and San Francisco Music Teachers' Association.

The Drama Teachers' Association of California was organized four years ago for the purpose of encouraging the introduction of dramatics courses in the secondary schools and of aiding in various ways the work of the dramatics teachers.

The fourth annual conference of the Association was held in Berkeley this spring. An enthusiastic and eager group of people from different parts of the state met to hear specialists on phases of the drama and to hold round table discussions.

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matic Art" was the subject of a talk by Rudolph Schaffer of the California School of Fine Arts. He spoke on the general theory of color and pointed out the psychological effects of certain colors and designs, illustrating his remarks with costumes and draperies.

"Music in Relation to Drama" was the topic dealt with by Professor E. G. Stricklen of the Music Department of the University of California. Mr. Stricklen's contribution was of concrete and immediate value since it consisted

chiefly of answering questions and making suggestions as to appropriate music for various purposes.

"Problems of Stage Lighting" were discussed by S. J. Hume, Director of the Greek Theatre. He explained how to equip a stage and how to use the equipment to obtain the most effective results.

Miss Virginia Sanderson, President of the Association, gave summaries of the recent books of interest to teachers of dramatics.

Say you saw it in the Sierra Educational News

Additional features of the conference were a demonstration of make-up by Harold Minger of the Greek Theatre Players, and performances of one-act plays by student players from San Diego, Orange, Stockton and Salinas High Schools.

The California Conference of Social Work held its 16th annual session at Long Beach May 25 to 29. A strong and diversified program was presented. The California Conference is a statewide organization of agencies and individuals engaged in social welfare work, regardless of creed or race. It is a democratic association of all those interested in human betterment. It includes citizens, private institutions, public agencies, and municipal, county and state employees devoting their thought and energies to the improvement of social conditions. It is a forum for the discussion of questions relating to all phases of social welfare. It furnishes the means for securing uniformity of action looking toward the solution of welfare problems. It is the only organization of its kind in California.

A booklet on "Better Country Schools" issued by The National School Supply Association contains much that will be helpful to school officials. The following standard list of items given in this booklet, showing what every one-room school should obtain to do effective work will be suggestive: Pupils' Desks; Teacher's Desk; Teacher's Chair; Boys' Cloak Room; Girls' Cloak Room; Chemical Toilets for Boys; Chemical Toilets for Girls; Sanitary Drinking Fountains; Uniform Ventilating and Heating System; Book Cases; Library Books; Teacher's Filing Cabinet; Set of Maps in Case; Set of American History Charts; Set of Primary Reading Charts; Set of Physiology Charts; Talking Machine; Playground Apparatus; Cabinet of Weights and Measures; Cabinet of Cubical Blocks; Flag Pole and Flag; Wire Window Guards; Window Shades of Color and Texture; School Clock; School Bell; Suspension Globe, 12 inches or more; Blackboard, 40 lineal feet per room; Blackboard Erasers; Blackboard Crayon; Eraser Cleaners; Fire Extinguishers; Dictionary; Dictionary Stand; Pencil Sharpeners; Paper Cutter; Wire Door Mat; Pictures; Waste Baskets; Janitor's Supplies.

The booklet suggests that, to the equipment listed above, the following be added for Consolidated schools: Gymnasium; Gymnasium Equipment; Transportation Wagons; Assembly Room with Seating; Piano; Kindergarten Room with Equipment; Laboratory Furniture; Laboratory Supplies; Domestic Science Furniture; Domestic Science Supplies; Manual Training Benches; Manual Training Tools; World History Maps; Additional Playground Apparatus; Measuring and Weighing Scales; Wood Working Machinery; Typewriter, Desk and Chair; Principal's Office Properly Equipped; Duplicating Machines.

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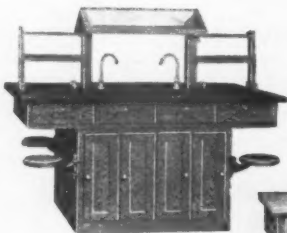
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J. E. Hancock, County Superintendent of Schools of Santa Clara County held a principals' conference April 28, at which time he called together the principals of all schools of six or more teachers. The principals of San Jose were invited to participate and to present the problems peculiar to that school system. W. P. Cramsie, principal of the Longfellow school, was chosen by his fellow principals to speak for them. City Superintendent Barker of Palo Alto took an active interest in the discussions and was a most helpful member of the conference, as he is rich in educational experience and a clear, logical thinker. The principal speaker of the morning session was Dr. Ellwood P. Cubberley of Stanford University. He spoke on "The Principal and His School." The meeting was such a decided success that it was voted to hold one quarterly. Superintendent Hancock is putting on a live educational program and is meeting with most harmonious cooperation among his teachers.

N. E. A.

Headquarters at the Summer Convention, Washington, D. C., will be the Hotel Washington.

Next meeting of the Department of Superintendence will be in Cincinnati, Ohio, February 22-26, 1925.

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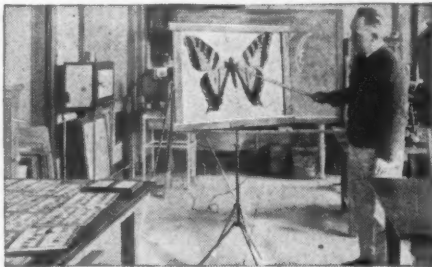
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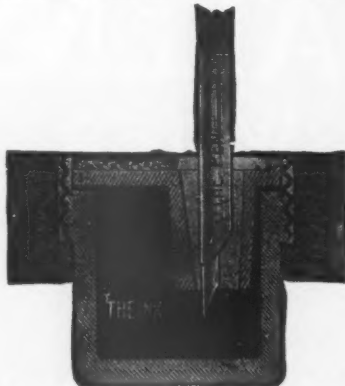
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The **Childrens Foundation** is a public service institution established for the study of child life and for the dissemination of knowledge pertaining to the well being and education of children. It was founded through an initial gift from Lewis E. Myers of Valparaiso, Indiana, and has been chartered by the state of Indiana as a corporation not for profit. The Childrens Foundation has set before itself the task of promoting research and study of the child and child life with such ideas, influences, institutions and personalities as affect the existence, growth and well being of children. It hopes to mobilize and bring together the conclusions of the important experiments in child study being carried on in different parts of the country.

Because of the gap between the scientific knowledge of child life and its practical application, the Childrens Foundation is undertaking a program of education of the general public and those specially interested in children through the dissemination of such ideas and knowledge as may be deemed promotive of individual and race culture through the well being of children.

The Childrens Foundation desires to enlist in its work the widest cooperation, good will, and efforts of individuals, associations, institutions and enterprises having directly or indirectly for their object the well being of the childhood of the human race or having at their command the facilities desirable to be employed for arousing individual and public interest in, and dissemination of, knowledge about the well being of children.

Recently, Lorne W. Barclay, formerly National Educational Director of the Boy Scouts of America for seven years, has been selected as vice president in charge of administration.

The first important public contribution of the Childrens Foundation is a survey, "THE CHILD: HIS NATURE AND HIS NEEDS," in which the Foundation undertakes to review and to interpret present-day knowledge pertaining to child nature and to the well being and education of childhood and youth.

This work was prepared under the supervision of Professor M. V. O'Shea, of the University of Wisconsin, by a specially selected staff of fifteen eminent specialists: Bird T. Baldwin, Frederick E. Bolton, Walter F. Dearborn, William R. P. Emerson, Arnold Gesell, Henry H. Goddard, Winfield Scott Hall, William Healy, Leta S. Hollingworth, E. A. Kirkpatrick, Henry Neumann, John J. Tigert, William A. White, Mary T. Whitley, C.-E. A. Winslow. The volume consists of over five hundred pages, with many illustrations. It is bound in extra cloth and stamped in gold. It is presented in three divisions: Knowledge of Child Nature, Knowledge of Child Well Being, Knowledge of Education.

The trustees of The Childrens Foundation have made available funds for the gratuitous distribution of "THE CHILD: HIS NATURE AND HIS NEEDS" to a formidable list of public institutions, as well as to individuals who are rendering distinguished service to the cause of childhood.

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The **Public School Teachers Retirement Salary Fund Board** has recently issued a valuable and interesting report covering ten years—August 10, 1913 to June 30, 1923. Report shows that the board has resources aggregating for \$2,000,000 and total assets in excess of \$1,500,000. The report gives a brief history of the fund and a tabular digest of the California Retirement System. It contains much information of use to school people and will be sent to teachers and other interested persons upon request. The mail address of the board is P. O. Box 615, Sacramento.

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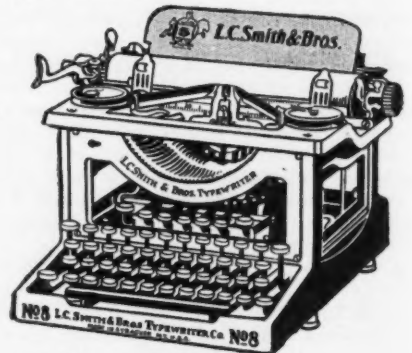
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Here is a summary of a few congressional appropriations made during 1923: \$510,000 for the investigation and control of hog cholera; \$350,000 for location and destruction of barberry bushes; \$600,000 for preventing spread of moths; \$502,240 for investigating food habits of North American birds and other animals; \$895,000 for securing information for semi-

monthly reports on cotton production and quarterly reports on tobacco production; \$378,000 for investigating mine accidents. All these appropriations are for necessary purposes and should result in good. But compare these appropriations with an appropriation by Congress of \$161,990 for salaries and educational investigations of United States Bureau of Education.

Say you saw it in the Sierra Educational News

One reason cities are increasing their recreation facilities, states the Playground Association of America, is because they have found that play under leadership will cut juvenile delinquency. Delinquency is an expensive proposition to the taxpayer, the average cost of keeping a child in a reformatory for a year being \$439 to say nothing of other costs. Reports of a falling off in delinquency cases following the establishing of recreation under leadership have come from a number of cities during 1923. Bluefield, W. Va., which used to send about fifty boys a year to the state reformatory, has sent only two boys during the two years the city has had playgrounds and a boys' club.

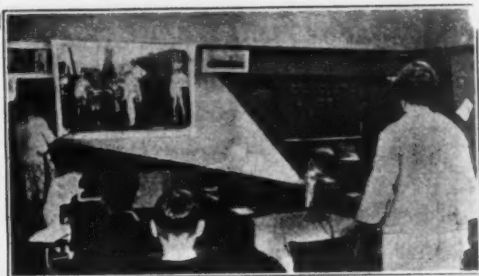
Attributed to summer playgrounds were Utica, New York's record of not a single child put on probation during July, and Brazil, Indiana's record of not one case of juvenile delinquency during the summer. Judge C. Penny of Miami, Florida, gave credit to the supervised play program for the fact that while previously he had had twenty or twenty-five cases of delinquency in his court in a month, in the six months after the playgrounds opened he had had only five cases. Defiance, Ohio, Centralia, Illinois and other cities reported the practical elimination of mischief and property destruction by boys at Hallowe'en, due to community celebrations organized by their city recreation committees. Playgrounds' power to prevent delinquency has been easier to measure than their power to build constructive qualities. But the lessons of health, fair play, team work and patriotism being learned through community recreation leadership will show their effects on tomorrow's citizenship.

Motion pictures have a distinctive part to play. This is the representation of motion in those cases in which it is necessary for the pupil to understand the motion and in which he cannot well understand it through his imagination or from his previous experience.

Motion pictures which contain materials similar to those shown in slides, stereographs, and so on, are no more effective than are these other forms of presentation; and motion pictures which invade the realm of instruction by means of language, are inferior to oral lectures by the teacher.

The personal influence of the teacher is a factor in presentation by means of language which cannot be overlooked without sacrifice. The effectiveness of motion pictures undoubtedly has been over-estimated, is the opinion of Frank N. Freeman, professor of psychology, University of Chicago. Many motion pictures are overloaded with reading material, with abstract presentation of facts.

The value of motion pictures lies more in the peculiar content of the experiments which they make possible than in their stimulating effect upon the child's interest. We are frequently misled by the intense interests which the child manifests for the entertainment movie. This is not found to exist in the educational movie.



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The interest is produced, then, by the nature of the subject matter more than by the form of presentation.

An over-emphasis upon motion pictures or upon other forms of visual presentation runs some danger of overlooking the large part which activity, either intellectual or bodily activity, has to play in the education of the child. The mistake has been made in recent years to reduce mere passive receptivity as a condition of learning. We must be careful that we do not emphasize this type of learning as a consequence of the introduction of visual education.

Say you saw it in the Sierra Educational News

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Reviewed on page 365, May
number, *Sierra Educational
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The Fourth Child Health Demonstration is being conducted under the auspices of the American Child Health Association. The city or county in one of the eleven far-western states, which wins the award, will be given assistance by the Child Health Demonstration Committee.

A Preview of Advance Pages selected from the new general catalog now in preparation and limited to goods not previously shown, has just been issued by the Smith Booth Usher Co. of San Francisco and Los Angeles. This partial catalog contains a total of 64 pages of Metal Working Machinery, Woodworking Machinery, Contractors Equipment, Oil Field Equipment, Pumps, Motors, Compressors, etc. While this catalog is not complete, it contains an excellent showing of lines which by reputation and performance have established themselves as leaders. A copy of these pages will be sent to anyone requesting it.



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STUDENTS about to graduate from your high schools are already counseling with you as to what College or University to attend after graduation. What is their bent? What is to be their profession or calling? Besides giving courses for general culture, each college emphasizes certain subjects. You will perhaps advise one student to enter the University of California; a second to enter Stanford; another, a law school; a third, a medical school and so on.

SOME of the professions are crowded; not so, with the Art Professions. There is a constant demand, at attractive salaries, for good Designers, Illustrators, Poster and Commercial Artists, Interior Decorators, Craft Workers in the Metals, Wood, Textiles and Pottery and Supervisors and Teachers of the Arts, Crafts and Household Arts.

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Fall Term Opens August 3.

Summer Session June 23 to August 1.

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